DOCUMENT RESUME

ED 129 730 SP 010 443

AUTHOR	Stieglitz, Ezra L.; And Others
TITLE	Right to Read Preservice Teacher Preparation Project. A Competency-Based Teacher Education Model. A Final Report, 1974-1976. Vol. I.
INSTITUTION	Rhode Island Coll., Providence.
PUB DATE	76
NOTE	247p.; For related documents, see SP 010 470 and 471
AVAILABLE FROM	Rhode Island College, Providence, Rhode Island 02908 (No price quoted)
EDRS PRICE	MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS	Childrens Literature; Early Reading; *Elementary School Curriculum; Elementary School Teachers; Evaluation Criteria; *Language Arts; Methods; Methods Courses; *Performance Based Teacher Education; Preservice Education; *Reading; Reading Instruction; Student Teaching; *Teacher Education; Teacher Education Curriculum
IDENTIFIERS	*Rhode Island College; *Right to Read Project

ABSTRACT

A competency-based undergraduate reading methods course and a competency-based language arts methods course have been offered at Rhode Island College as part of the preservice training of prospective elementary teachers. In addition to these courses, the Right to Read staff has developed two student teaching centers. This two-year final report contains data reflecting progress of the staff of the Right to Read Project in implementation of these components and the continual process of evaluation and refinement. The report details the relationship between funding requirements and project progress including development of the reading process; approaches to the teaching of reading; diagnostic instruments and techniques; individualized instruction; teaching experiences with children; integration of reading into subject matter courses; and language development. Discussion of the relationship of evaluation criteria and project progress includes local agency involvement; performance objectives for prospective teachers with follow-ups; adoption or development of new instructional materials and methods; management system; and college commitment to the project. Samples of teaching materials for the project are also included. (JMP)

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Right To Read Preservice Teacher Preparation Project

A COMPETENCY – BASED TEACHER EDUCATION MODEL

A FINAL REPORT
1974 - 1976

VOLUME I

Rhode Island College
Providence, Rhode Island 02908

SP010 443

FINAL REPORT

RIGHT TO READ PROJECT

RHODE ISLAND COLLEGE

(July 1, 1974 - June 30, 1976)

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BACKGROUND

The competency-based undergraduate reading methods course at Rhode Island College has been offered for eight consecutive semesters. A competency-based undergraduate language arts methods course has been offered for two semesters. In addition to these courses, the Right-to-Read staff has developed two student teaching centers, one of which has been in operation for over three semesters while the second has been in operation for two full semesters.

During the implementation of these three components of the Right-to-Read Project, a continual process of evaluation and refinement has transpired. The data contained in this two-year final report reflect progress the staff has made during this project.

RELATIONSHIP BETWEEN FUNDING REQUIREMENTS AND PROJECT PROGRESS

Throughout the duration of the project, the staff has focused their efforts on meeting the nine funding requirements originally specified in the project proposal. This section of the report will explicitly document how project activities have been directly related to the specific project goals.

Requirement 1 - Develop an Understanding of the Reading Process

As part of the project, a revised edition of the Stieglitz-Rude handbook entitled Methods and Materials in Teaching Reading: A Competency-Based Approach was developed (See Appendix A). This handbook, which was designed and written to be used by undergraduate students enrolled in the competency-based undergraduate reading course; includes a module entitled

"Nature of the Reading Process." This module has undergone formal field testing for four consecutive semesters. During that period, 178 students have evaluated it's effectiveness, both in terms of its effectiveness in preparing them to become teachers of reading as well as rating the clarity of objectives within the module. Approximately eighty percent of the students who used this module over the two-year period rated it as being "effective", "moderately effective", or "highly effective" in preparing them to become teachers of reading (See Table 1). Moreover, almost eighty percent of the students over the four year period rated the clarity of the objectives as being "clear" or "extremely clear" (See Table 2).

Requirement 2 - Develop Mastery of a Variety of Approaches to the Teaching of Reading

This requirement has also been met by including in the same handbook, four modules designed to acquaint the preservice teacher with a general description of a number of teaching approaches as well as an understanding of the strengths and weaknesses of the approaches. The specific approaches and their respective ratings by students as they utilized the Stieglitz/Rude modules follow:

Basal Reader Approach. Upon completion of this module, the student a) should be able to give a general description of the basal reader approach, b) will have reviewed a set of basal reading materials, c) will be able to describe the assests and liabilities of the approach, and d) will have conducted a directed reading activity with a group of children. During the two years of the project, over ninety percent of the students rated the module as "effective" or higher in helping them become teachers of reading (See Table 1). In fact, ninety-six percent of the students rated this module as "effective" or higher during the second semester of the 1975-1976 academic year.

Table 1

Effectiveness of Competency-Based Modules
in Preparing Teachers of Reading

Module	Cases: Fall 1974 (N=41)	Cases: Spring 1975 (N=51)	Cases: Fall 1975 (N=36)	Cases: Spring 1976 (N=50)	Percent: Fall 1974	Percent: Spring 1975	Percent: Fall 1975	Percent: Spring 1976
Required Modules								
1. Stating Behavioral Objectives in Reading								
a. Highly effective	2	14	8	9	4.9	27.5	22.2	18.7
b. Moderately effective	12	11	9	9	29.3	21.6	25.0	18.7
c. Effective	19	21	17	19	46.3	41.2	47.2	39.6
d. Moderately ineffective	7	3	1	6	17.1	5.9	2.8	12.5
e. Highly ineffective	1	2	1	5	2.4	3.9	2.8	10.4
f. No response	--	--	--	2	--	--	--	--
2. Nature of the Reading Process								
a. Highly effective	9	11	8	5	22.0	20.0	22.9	10.0
b. Moderately effective	16	18	14	17	39.0	36.0	40.0	34.0
c. Effective	15	17	12	17	36.6	34.0	34.3	34.0
d. Moderately ineffective	1	4	1	9	2.4	8.0	2.9	18.0
e. Highly ineffective	--	1	--	2	--	2.0	--	4.0
f. No response	--	--	--	--	--	--	--	--
3. Assessing Performance in Reading								
a. Highly effective	13	20	15	12	31.7	39.2	41.7	24.0
b. Moderately effective	15	16	12	17	36.6	31.4	33.3	34.0
c. Effective	10	13	9	18	24.4	25.5	25.0	36.0
d. Moderately ineffective	3	2	--	2	7.3	3.9	--	4.0
e. Highly ineffective	--	--	--	1	--	--	--	2.0
f. No response	--	--	--	--	--	--	--	--

Table 1

Module	Cases Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Percent Fall 1974	Spring 1975	Fall 1975	Spring 1976
4. Reading Readiness								
a. Highly effective	23	33	21	19	56.1	66.0	60.0	38.0
b. Moderately effective	10	12	9	22	24.4	24.0	25.7	44.0
c. Effective	5	4	3	6	12.2	8.0	8.6	12.0
d. Moderately ineffective	--	1	1	2	--	2.0	2.9	4.0
e. Highly ineffective	3	--	1	1	7.3	--	2.9	2.0
f. No response	--	--	--	--	--	--	--	--
5. Basal Reader								
a. Highly effective	14	26	20	15	34.1	51.0	55.6	30.0
b. Moderately effective	14	17	9	22	34.1	33.3	25.0	44.0
c. Effective	7	4	6	11	17.1	7.8	16.7	22.0
d. Moderately ineffective	3	3	1	2	7.3	5.9	2.8	4.0
e. Highly ineffective	3	1	--	--	7.3	2.0	--	--
f. No response	--	--	--	--	--	--	--	--
6. Word Identification								
a. Highly effective	16	24	18	17	39.0	47.1	50.0	34.0
b. Moderately effective	14	12	9	15	34.1	23.5	25.0	30.0
c. Effective	8	14	8	16	19.5	27.5	22.2	32.0
d. Moderately ineffective	1	1	1	2	2.4	2.0	2.8	4.0
e. Highly ineffective	2	--	--	--	4.9	--	--	--
f. No response	--	--	--	--	--	--	--	--
7. Comprehension								
a. Highly effective	14	22	18	22	34.1	43.1	50.0	44.0
b. Moderately effective	17	17	11	14	41.5	33.3	30.6	28.0
c. Effective	7	12	6	9	17.1	23.5	16.7	18.0
d. Moderately ineffective	2	--	1	5	4.9	--	2.8	10.0
e. Highly ineffective	1	--	--	--	2.4	--	--	--
f. No response	--	--	--	--	--	--	--	--

Table 1

Module	Cases Fall 1974 (N=41)	 Spring 1975 (N=51)	 Fall 1975 (N=36)	 Spring 1976 (N=50)	Percent Fall 1974	 Spring 1975	 Fall 1975	 Spring 1976
8. Approaches to Reading Instruction: Language-Experience								
a. Highly effective	11	16	8	11	28.2	32.7	22.9	22.4
b. Moderately effective	16	21	15	19	41.0	42.9	42.9	38.8
c. Effective	8	11	10	17	20.5	22.4	28.6	34.7
d. Moderately ineffective	3	1	2	2	7.7	2.0	5.7	4.1
e. Highly ineffective	1	--	--	--	2.6	--	--	--
f. No response	2	2	1	1	--	--	--	--
9. Approaches to Reading Instruction: Individualized Reading								
a. Highly effective	6	11	6	10	15.8	21.6	17.1	20.4
b. Moderately effective	19	25	16	17	50.0	49.0	45.7	34.7
c. Effective	7	14	11	19	18.4	27.5	31.4	38.8
d. Moderately ineffective	4	1	2	3	10.5	2.0	5.7	6.1
e. Highly ineffective	2	--	--	--	5.3	--	--	--
f. No response	3	--	1	1	--	--	--	--
10. Additional Approaches to Reading Instruction								
a. Highly effective	4	5	4	4	18.2	17.9	15.4	9.8
b. Moderately effective	8	14	9	14	36.4	50.0	34.6	34.1
c. Effective	10	9	13	21	45.5	32.1	50.0	51.2
d. Moderately ineffective	--	--	--	2	--	--	--	4.9
e. Highly ineffective	--	--	--	--	--	--	--	--
f. No response	19	23	10	9	--	--	--	--

Table I

Module	Cases				Percent			
	Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Fall 1974	Spring 1975	Fall 1975	Spring 1976
11. Work Study Skills								
a. Highly effective	2	3	--	3	12.5	12.5	--	8.6
b. Moderately effective	2	7	13	11	12.5	29.1	68.4	31.4
c. Effective	7	13	5	19	43.7	54.2	26.3	54.3
d. Moderately ineffective	4	1	1	2	25.0	4.2	5.3	5.7
e. Highly ineffective	1	--	--	--	6.2	--	--	--
f. No response	25	27	17	15	--	--	--	--
12. School and Classroom Organization for Individualizing Instruction								
a. Highly effective	2	3	--	4	22.2	18.7	--	12.5
b. Moderately effective	2	3	6	9	22.2	18.7	46.2	28.1
c. Effective	3	8	5	16	33.3	50.0	38.5	50.0
d. Moderately ineffective	1	1	1	2	11.1	6.2	7.7	6.2
e. Highly ineffective	1	1	1	1	11.1	6.2	7.7	3.1
f. No response	32	35	23	17	--	--	--	--
13. Readability								
a. Highly effective	3	6	4	7	21.4	26.1	17.4	18.9
b. Moderately effective	4	9	9	12	28.6	39.1	39.1	32.4
c. Effective	5	7	10	14	35.7	30.4	43.5	37.8
d. Moderately ineffective	1	1	--	3	7.1	4.3	--	8.1
e. Highly ineffective	1	--	--	1	7.1	--	--	2.7
f. No response	27	28	13	13	--	--	--	--
14. Children with Reading Difficulties								
a. Highly effective	9	16	9	19	50.0	44.4	45.0	42.2
b. Moderately effective	2	13	8	13	11.1	36.1	40.0	28.9
c. Effective	5	6	3	11	27.8	16.7	15.0	24.4
d. Moderately ineffective	1	1	--	1	5.6	2.8	--	2.2
e. Highly ineffective	1	--	--	1	5.6	--	--	2.2
f. No response	23	15	16	5	--	--	--	--

Table 2

Student Ratings Regarding Clarity of Objectives in the
Undergraduate Competency-Based Reading Methodology Courses

Module	Cases Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Percent Fall 1974	Spring 1975	Fall 1975	Spring 1976
1. Stating Behavioral Objectives in Reading								
a. Extremely clear	13	22	18	16	31.7	43.1	50.0	32.0
b. Clear	22	23	15	25	53.7	45.1	41.7	50.0
c. Adequate	3	5	3	9	7.3	9.8	8.3	18.0
d. Unclear	3	1	--	--	7.3	2.0	--	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	--	--	--	--	--	--	--	--
2. Nature of the Reading Process								
a. Extremely clear	8	20	12	8	19.5	39.2	33.3	16.0
b. Clear	23	24	16	28	56.1	47.1	44.4	56.0
c. Adequate	9	7	8	11	22.0	13[illegible]	22.2	22.0
d. Unclear	1	--	--	3	2.4	--	--	6.0
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	--	--	--	--	--	--	--	--
3. Assessing Performance in Reading								
a. Extremely clear	15	21	15	13	36.6	41.2	41.7	26.0
b. Clear	18	26	18	27	43.9	51.0	50.0	54.0
c. Adequate	8	4	3	10	19.5	.8	8.3	20.0
d. Unclear	--	--	--	--	--	--	--	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	--	--	--	--	--	--	--	--
4. Reading Readiness								
a. Extremely clear	20	28	16	17	48.8	54.9	44.4	34.0
b. Clear	15	18	17	25	36.6	35.3	47.2	50.0
c. Adequate	5	5	2	8	12.2	9.8	5.6	16.0
d. Unclear	1	--	1	--	2.4	--	2.8	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	--	--	--	--	--	--	--	--

Table 2

Module	Cases				Percent			
	Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Fall 1974	Spring 1975	Fall 1975	Spring 1976
5. Using the Basal Reader								
a. Extremely clear	14	24	18	16	34.1	47.1	50.0	32.0
b. Clear	22	21	16	29	53.7	41.2	44.4	58.0
c. Adequate	5	5	1	5	12.2	9.8	2.8	10.0
d. Unclear	--	1	1	--	--	2.0	2.8	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	--	--	--	--	--	--	--	--
6. Word Identification								
a. Extremely clear	12	23	15	15	29.3	45.1	41.7	30.0
b. Clear	21	23	18	27	51.2	45.1	50.0	54.0
c. Adequate	8	4	2	8	19.5	7.8	5.6	16.0
d. Unclear	--	1	1	--	--	2.0	2.8	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	--	--	--	--	--	--	--	--
7. Developing Comprehension Skills								
a. Extremely clear	15	20	16	13	36.6	39.2	44.4	26.0
b. Clear	19	25	15	28	46.3	49.0	41.7	56.0
c. Adequate	7	6	5	9	17.1	11.8	13.9	18.0
d. Unclear	--	--	--	--	--	--	--	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	--	--	--	--	--	--	--	--
8. Approaches to Reading Instruction: Language-Experience								
a. Extremely clear	9	24	13	11	22.0	48.0	36.1	22.9
b. Clear	20	19	20	27	48.8	38.0	55.6	56.2
c. Adequate	10	7	3	10	24.4	14.0	8.3	20.8
d. Unclear	2	--	--	--	4.9	--	--	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	--	1	--	2	--	--	--	--

Table 2

Module	Cases Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Percent Fall 1974	Spring 1975	Fall 1975	Spring 1976
9. Approaches to Reading Instruction: Individualized Reading								
a. Extremely clear	10	24	11	12	25.0	48.0	32.4	25.0
b. Clear	23	21	19	27	57.5	42.0	55.9	56.2
c. Adequate	5	5	4	9	12.5	10.0	11.8	18.7
d. Unclear	2	--	--	--	5.0	--	--	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	1	1	2	2	--	--	--	--
10. Additional Approaches to Reading Instruction								
a. Extremely clear	5	10	10	7	26.3	33.3	41.7	15.9
b. Clear	9	17	9	29	47.4	56.7	37.5	65.9
c. Adequate	5	3	4	8	26.3	10.0	16.7	18.2
d. Unclear	--	--	1	--	--	--	4.2	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	22	21	22	6	--	--	--	--
11. Work Study Skills								
a. Extremely clear	2	9	6	9	13.3	34.6	33.3	25.7
b. Clear	7	8	7	21	46.7	30.8	38.9	60.0
c. Adequate	6	9	4	5	40.0	34.6	22.2	14.3
d. Unclear	--	--	1	--	--	--	5.6	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	26	25	18	15	--	--	--	--

Table 2

Module	Cases Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Percent Fall 1974	Spring 1975	Fall 1975	Spring 1976
12. School and Classroom Organization for Individualizing Instruction								
a. Extremely clear	3	6	3	10	23.1	31.6	27.3	29.4
b. Clear	7	7	8	18	53.8	36.8	72.7	52.9
c. Adequate	3	6	--	6	23.1	31.6	--	17.6
d. Unclear	--	--	--	--	--	--	--	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	28	32	25	16	--	--	--	--
13. Readability								
a. Extremely clear	5	9	7	10	41.7	36.0	33.3	26.3
b. Clear	4	11	12	23	33.3	44.0	57.1	60.5
c. Adequate	1	5	2	3	8.3	20.0	9.5	7.9
d. Unclear	2	--	--	2	16.7	--	--	5.3
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	29	26	15	12	--	--	--	--
14. Children with Reading Difficulties								
a. Extremely clear	11	19	12	15	61.1	54.3	48.0	33.3
b. Clear	3	13	12	25	16.7	37.1	48.0	55.6
c. Adequate	4	3	1	5	22.2	8.6	4.0	11.1
d. Unclear	--	--	--	--	--	--	--	--
e. Extremely unclear	--	--	--	--	--	--	--	--
f. No response	23	16	11	5	--	--	--	--

Language-Experience Approach. This module is designed to give the future teacher experiences needed to implement the language-experience approach. Additionally, they should be able to explicate the strengths as well as the weaknesses of the approach. Approximately ninety-five percent of the field test subjects rated this module as "effective" or higher (See Table 1). Almost 100 percent of the students rated the objectives as "adequate" or higher (See Table 2).

Individualized Reading. This particular module is similar to the one focusing on the language-experience approach, in that the student, upon completing the module, should be able to give a general description of the approach as well as be able to identify its salient strengths and weaknesses. For students who wish to learn more about the approach, two additional objectives can be met: one a knowledge objective, the other a teaching objective. Again, this module, like the Language-Experience Module, was rated as "effective" or higher by over ninety-five percent of the undergraduate students (See Table 1). Almost 100 percent of the students thought the objectives were clearly stated (See Table 2).

Initial Teaching Alphabet and the Linguistic Approach. Students who elect to learn about these two approaches have the opportunity to complete a module entitled "Additional Approaches to Reading Instruction" in the Stieglitz/Rude handbook. Almost every student who chose to undertake these objectives in this module rated them as "effective" or higher in helping them become teachers of reading (See Table 1). The clarity of the objectives was also rated highly (See Table 2).

In addition to the modules in the Stieglitz/Rude handbook, an elective second undergraduate course was formulated and instructional modules prepared (See Appendix B). During the fall semester of 1976 this course will be taught for the first time. Two modules in the course will continue to help students become better prepared teachers of reading. The modules are entitled Instructional Techniques for Personalizing Instruction in the Classroom and Providing Materials for Personalized Reading Instruction.

Requirement 3 - Develop Mastery of a Variety of Diagnostic Instruments and Techniques

Module 3 "Assessing Performance in Reading" and Module 12, "School and Classroom Organization for Individualizing Instruction," both from the Stieglitz/Rude handbook, are intended to fulfill this requirement. In Module 3, for example, the student becomes familiar with testing terminology and learns how to administer and score a standardized reading test. Following this, they learn how to discern the differences between survey, diagnostic, and achievement tests. Finally, all students administer and score an informal reading inventory. During the four-semester field test of this module, well over ninety-five percent of the subjects rated these activities as "effective" or higher in helping them become teachers of reading (See Table 1). All of the students rated the objectives as "adequate" or higher (See Table 2).

The focus of Module 12, "School and Classroom Organization for Individualizing Instruction" is directed toward the managerial aspects of individualizing instruction. Students learn about such concepts as the ungraded primary school, the continuous progress plan, individually prescribed instruction (IPI), and individually guided education (IGE). After this, they are able to describe the physical features of a classroom which facilitates the individualization of instruction. Finally, they are asked to compare and contrast the structure and organization of two objective-based (criterion-referenced) skills management systems.

Subjects who chose to complete the objectives in this module during the two-year field test rated it somewhat lower than previous modules, but nevertheless, it was still rated relatively highly (See Table 1). Moreover, the objectives were regarded as being clear (See Table 2).

In addition to the basic undergraduate reading methods course, two additional modules have been developed to help meet this objective should students enroll in the second undergraduate course. They are entitled *Guidelines for Reading Assessment* and *Identification of Reading Needs* (See Appendix B). These modules will allow students to refine their abilities beyond the initial stages learned in the first reading course.

Requirement 4 - Develop the Ability to Individualize Instruction

In essence, the entire thrust of the project has been in this direction. That is, all aspects of the project have focused on this requirement. The following components of the project have dealt with this requirement.

The undergraduate reading methodology course. Students who enroll in this course are required to complete a minimum of nine modules which have been designed to illustrate how individualization of instruction in reading can be accomplished. Students who wish to explore this concept in more detail can choose from five additional modules. Seven of the nine required modules have been designed to include both knowledge as well as teaching objectives. In other words, a consciencious effort has been made to transfer the theory of the college classroom into the real world of the public school classroom.

The undergraduate science methodology course. In addition to the undergraduate reading methodology course, a competency-based undergraduate science methodology course has also been developed. To help guide students through the course, a student handbook has been prepared, independently of the project, for enrollees in the course. Here again, teaching as well as knowledge competencies have been included, thereby requiring students to apply what they have learned.

The undergraduate language arts course. Eight modules have been developed and field tested in the undergraduate language arts course (See Appendix C). Five of these modules are directly designed to help meet this requirement. The five modules are:

1. Creating and Organizing a Primary Classroom
2. Learning Centers: An Approach to Individualizing
3. Language-Experience Approach
4. Experiential Learning
5. Observing and Assessing an Individual Child

Just as with the undergraduate reading course, objective data has been collected on how effective these modules have been in preparing students to become effective teachers. During the last semester of the project an objective questionnaire was distributed to students at the conclusion of the course (See Appendix D). The modules entitled Learning Centers: An Approach to Individualizing, the Language-Experience Approach, and Experiential Learning are directly rated to this objective and were rated highly by students in the course (See Table 3).

During the last semester of the project, additional modules were prepared for use in the undergraduate elective reading course to further help meet this objective. These modules are entitled Instructional Techniques for Personalizing Instruction in the Classroom and Providing Materials for Personalized Classroom Reading Instruction and are scheduled to be field tested during the fall semester of the 1976-77 academic year (See Appendix B).

Table 3

Effectiveness of Competency-Based Modules in Preparing Teachers of the Language Arts

Module	Cases Spring 1975 (N=12)	Cases Fall 1975 (N=9)	Percent Spring 1975	Percent Fall 1975
1. Creating and Organizing a Primary Classroom				
a. Highly effective	--	--	--	--
b. Moderately effective	4	1	33.3	11.1
c. Effective	6	6	50.0	66.7
d. Moderately ineffective	2	2	16.7	22.2
e. Highly ineffective	---	--	--	--
f. No response	--	--	--	--
2. Language and Thinking				
a. Highly effective	2	--	16.7	--
b. Moderately effective	6	1	50.0	11.1
c. Effective	4	4	33.3	44.4
d. Moderately ineffective	--	4	--	44.4
e. Highly ineffective	--	--	--	--
f. No response	--	--	--	--
3. Oral Language Activities				
a. Highly effective	8	--	66.7	--
b. Moderately effective	3	4	24.0	44.4
c. Effective	1	5	8.3	55.6
d. Moderately ineffective	--	--	--	--
e. Highly ineffective	--	--	--	--
f. No response	--	--	--	--
4. Learning Centers: An Approach to Individualizing				
a. Highly effective	8	3	66.7	33.3
b. Moderately effective	3	3	24.0	33.3
c. Effective	1	1	8.3	11.1
d. Moderately ineffective	--	2	--	22.2
e. Highly ineffective	--	--	--	--
f. No response	--	--	--	--

Table 3

Module	Cases		Percent	
	Spring 1975 (N-12)	Fall 1975 (N=9)	Spring 1975	Fall 1975
5. Language-Experience Approach				
a. Highly effective	6	1	50.0	11.1
b. Moderately effective	6	5	50.0	55.6
c. Effective	--	2	--	22.2
d. Moderately ineffective	--	1	--	11.1
e. Highly ineffective	--	--	--	--
f. No response	--	--	--	--
6. Using Children's Literature				
a. Highly effective	2	--	16.7	55.6
b. Moderately effective	9	5	83.3	33.3
c. Effective	--	3	--	11.1
d. Moderately ineffective	--	1	--	--
e. Highly ineffective	--	--	--	--
f. No response	--	--	--	--
7. Experiential Learning				
a. Highly effective	5	2	41.7	22.2
b. Moderately effective	6	3	50.0	33.3
c. Effective	--	3	--	33.3
d. Moderately ineffective	1	1	8.3	11.1
e. Highly ineffective	--	--	--	--
f. No response	--	--	--	--
8. Observing and Assessing an Individual Child				
a. Highly effective	1	--	8.3	--
b. Moderately effective	7	--	58.3	--
c. Effective	3	4	25.0	66.7
d. Moderately ineffective	1	1	8.3	16.7
e. Highly ineffective	--	1	--	16.7
f. No response	--	3	--	--

Requirement 5 - Provide a Variety of Teaching Experiences with Children in School Settings

Requirement 5, is in a sense, an extension of Requirement 4. Accordingly, a detailed account of the field experiences provided subjects in the program will be provided.

The undergraduate reading methodology course. A total of thirteen field-based competencies are included in the present competency-based reading course (See Appendix E). These competencies include such activities as administering informal reading inventories, teaching reading readiness lessons, conducting directed reading activities, teaching word identification and comprehension lessons, and implementing a language-experience lesson. All of these, as well as others, are conducted in elementary school settings. Presently, four public school and one laboratory school reading specialists work closely with the project staff in providing field experiences for undergraduates in this program.

The undergraduate language arts methodology course. Students who enroll in the undergraduate language arts course are also provided with a variety of field experiences with children (See Appendix F). During the course, they are required to demonstrate mastery of eleven objectives which require work with students; four optional field-experience objectives can also be undertaken.

Student teaching center. Four reading-related "extension modules" have been developed, field-tested, revised and implementated by student teachers at the student teaching center (See Appendix G). The four modules are:

1. Developing Language Fluency and Perceptual Abilities in the Primary Grades

2. Teaching Word Identification Skills
3. Developing Comprehension Skills
4. Work-Study Skills

Within these four modules, a total of sixty-two specific objectives have been written. As part of the evaluation of student teachers in the program, assessors evaluate the degree to which these teaching objectives have been satisfactorally met, thereby monitoring the progress of students in teaching situations (See Appendix H).

In addition to the reading-related modules, modules have also been developed around language arts themes (See Appendix I) and science themes (See Appendix J).

Requirement 6 - Integrating Reading Instruction Into Subject Matter Courses

This requirement has been met in three different ways, the first of which is in the student teaching component. For example, Objective E in Module IV on Work-Study Skills states "Demonstrates skill in integrating the teaching of reading skills and content in science, social studies, math, etc." (See Appendix G). Within this area, four specific objectives, learning activities, and postassessments have been developed. The specific objectives are:

1. The student will understand the relationship between reading instruction and instruction in the content areas.
2. The student will describe and implement techniques for developing word analysis skills and enhancing vocabulary pertinent to content area readings.
3. The student will provide descriptions of the various comprehension skills and demonstrate how a specific skill can be integrated into the teaching of a content area lesson.
4. The student will use an instructional framework such as the directed reading activity to facilitate learning to read in specific content areas.

Students attempting to complete these objectives are supervised and evaluated by cooperating supervising teachers as well as professorial project members.

The second way this requirement has been met is through the development of Teacher Idea Packets (TIPS) which demonstrate for classroom teachers, for example, the step-by-step procedures that need to be followed when implementing a directed reading activity in the content area of science (See Appendix K). These TIPS are available to be used by teachers in either of the student teaching centers.

The third way in which this requirement has been met is through the development of a module entitled Providing for Differing Needs in the Content Areas which is to be used in the elective undergraduate reading methodology course.

Requirement 7 - Language Development of Children

Two specific course modules have been written and field tested in this area; Language and Thinking in Children: A Developmental-Interactive Process, and Oral Language Activities for Primary Children (See Appendix C). Both modules are part of the undergraduate language arts methodology course.

The first module requires the student to be able to describe the developmental sequence of language acquisition. From there, the student is asked to describe the essential characteristics of the four major stages of thinking in children as postulated by Piaget. Finally, they must become familiar with and be able to describe the interactive nature of language and thinking in pre-school and primary-school age children. Slightly over fifty-five percent of the students on which the module was field-tested rated it as "effective" or "moderately effective" in helping them become an effective elementary school teacher (See Table 3).

The second module, Oral Language Activities for Primary Children, requires the student to first examine five different materials or resources which can be used to develop the oral language abilities of young children. Next, the student plans an oral language activity and then implements it in a school classroom setting. Students who used this module rated it slightly higher than the earlier described module. One hundred percent of the subjects rated it as being a valuable learning experience.

Another module has also been designed and implemented in the student teaching center in an attempt to help meet this requirement (See Appendix I). The module permits the students to "extend" their classroom learning into the actual day-to-day elementary school setting.

Requirement 8 - Children's Literature

Using Children's Literature, a module developed for and field tested in the undergraduate language arts course, has been designed to meet this objective (See Appendix C). Upon completing this module, the student should be able to demonstrate a knowledge of the rationale for literature in the primary classroom. Students are also required to be able to select books which meet acknowledged criteria such as high appeal, literary and artistic merit, appropriate vocabulary, and cultural pluralism. From here, students implement lessons using appropriate children's literature selections and develop individualized reading centers. Students who used this module during the two semesters of field testing rated it as one of the most effective modules in the course (See Table 3).

Once students enroll in one of the student teaching centers they again have an opportunity to extend their expertise in this area since a children's literature module has been designed to be implemented with elementary school children on-site in the public schools (See Appendix I).

Requirement 9 - Teaching Reading to Children from Diverse Cultural and Linguistic Backgrounds

This requirement has been met in two ways. First, the module entitled Approaches to Reading Instruction: Language-Experience which is implemented in the undergraduate reading methods course, leads the student to realize the strengths and weaknesses of using this approach to teach reading (See Appendix A). All students who enroll in this course become acquainted with the rationale for why the language-experience approach should be used with children who speak nonstandard English. Well over ninety percent of the 178 subjects who field tested this module rated it as "effective" or higher (See Table 1).

Undergraduates also have an opportunity to become experienced in working with subjects from diverse cultural and lingustic backgrounds while student teaching at one of the student teaching centers. This center is located in an area which consists of mainly lower-middle class laborers. Many families receive some form of public assistance. Historically, many different nationalities have inhabited the area. Presently, there are strong influences of French, Polish, Portuguese, and Spanish speaking peoples. Many of the families speak one language in the home and English outside the home. This has a strong influence on the educational community in general, and on the student teaching center in particular. The undergraduate students, therefore, have many and varied opportunities to work with culturally and linguistically different elementary school children.

Another way that students will gain experience in this area is through the newly-developed undergraduate reading methods course. In this elective course, a module entitled Working with the Culturally and/or Linguistically Different Child will be used by students (See Appendix B).

Finally, a fourth alternative is available to students who student teach at the student teaching centers. In each center, a language-experience module has been developed to be used by student teachers as they expand their competency in the teaching of reading.

RELATIONSHIP OF EVALUATION CRITERIA AND PROJECT PROGRESS

Criteria 1 - Local Agency Involvement

Undergraduate Reading Methodology Course. Throughout the development and refinement stages of the competency-based undergraduate reading methodology course, close contact has been maintained with the reading specialists in the Cranston, Rhode Island Public School System, the system in which the majority of the field-based experiences are conducted. The cooperating reading specialists have met frequently with the participating college professors and have provided systematic feedback enabling the course to be refined to its present format.

At the completion of each semester's activities, the reading specialists are asked to submit a subjective evaluation of the course, listing changes they feel would enhance the experiences of the college undergraduates. Overwhelmingly, the cooperating reading specialists have reacted positively to the program. Specifically, they rated the competency-based approach over conventional methodological approaches in terms of value for students, communication effectiveness, and role delineation.

Suggestions received from them also have resulted in modification of a previously employed monitoring system for the college students. Undergraduates are now assigned to work with a chosen specialist throughout the semester, thus providing a more intimate working relationship between the professors, reading specialists, and college students.

Student Teaching Centers. In September 1974, the project staff held a series of meetings with the chairman of the Department of Elementary Education and Director of Laboratory Experiences at Rhode Island College. Through these meetings, several school districts within the state were identified as possibly cooperating with the college in the planning and implementation of a student teaching center. After careful consideration, it was agreed to contact the central office administrators in the Central Falls, Rhode Island school district. Central Falls is a small suburb of Providence and serves a variety of culturally different student populations.

In October, 1974 the Administrative Assistant for Instruction from the school district and the Principal of the Captain G.H.Hunt Elementary School met with project and college staff members to explore the implications of establishing a student teaching center at the Hunt Elementary School. Together, the college and public school personnel formulated a tentative plan for detailing the operation of the student teaching center. This plan was jointly presented to the teaching staff of the Captain Hunt Elementary School to enable suggestions and recommendations by the staff to be incorporated before a final agreement would be consummated. In mid-November, official confirmation was received from the Administrative Assistant for Instruction and the Principal of Captain G.H. Hunt Elementary School, thereby establishing the Captain Hunt Elementary School as a portal site student teaching center.

Finally, early in December, the volunteer student teachers and the college resource professors met again with the teaching staff of the school. During this meeting, specific student teacher classroom assignments were made.

In addition to the Central Falls, Rhode Island student teaching center, a second portal site was identified in May of 1975. Following a procedure similar to that already described, the Lonsdale Elementary School in Lincoln, Rhode Island was selected as a second student teaching center. Just as with the Hunt Elementary School portal site, a series of meetings were held to explain the features of a student teaching center to the administrators and faculty. Soon after these meetings, a letter of intention from the Lonsdale Elementary School staff was sent to the Director of Curriculum of the Lincoln School System who then notified the project staff of their willingness to cooperate in the project. Shortly thereafter, two meetings were held in June, 1975 with the teaching staff of the school at which time specific elements of the program were detailed in order to prepare the teachers for the beginning of student teaching in the fall of 1975. The second student teaching center, then, has been in operation for one academic year while the Central Falls site has been in operation for one-and-a-half academic years.

Increased local agency involvement will also transpire once the details are worked out for the elective undergraduate course. Plans presently call for a total of nine modules, many of which contain field-based objectives which will be met in cooperating public school settings (See Appendix B).

Criteria 2 - Specifies Performance Objectives for Prospective Teachers

The entire Rhode Island College model is based on an objective-based approach to teaching undergraduate teachers-in-training. Specific objectives have been stated, learning activities listed, and postassessment options delineated for all aspects of the project. How each of the components of the project meets this criteria will be specified.

The Undergraduate Reading Methodology Course. Students who enroll in this course are required to demonstrate mastery of a minimum of twenty-five required objectives. For students who intend to try for a higher grade, thirty additional objectives have been stated. These are known as "optional" objectives from which students can select from in order to attain a higher grade. The required objectives are all found in the first nine required modules in the Stieglitz/Rude handbook (See Appendix A). The optional objectives are found in thirteen of the fourteen modules. Thus, both required as well as optional objectives are found in the first nine modules, but only optional objectives are found in the remaining five modules.

As part of the ongoing evaluation of the project, students were asked to rate the clarity of the specified objectives (See Appendix Q). With only minor exceptions, objectives were rated as "adequate" or higher; in most cases roughly eighty-five percent of the respondents rated the objectives as "clear" or "extremely clear" (See Table 2).

The Undergraduate Language Arts Course. Students who enroll in this course are required to demonstrate mastery of a minimum of thirty objectives which have been included in the eight language arts modules (See Appendix C). To determine whether students perceived the intent of each of the competencies within the modules, they were asked to rate the clarity of the objectives within each of the modules (See Table 4). Approximately seventy-five percent of the students who enrolled in the course rated the clarity of the objectives as "adequate" or "clear."

The Elective Undergraduate Reading Methods Course. While this course has not been offered to date, the modules have been written using specific objectives similar to those used in the undergraduate reading and language arts courses. It is assumed that students will continue to rate the clarity of these "new" objectives as high as they have for the other two competency-based courses.

Table 4

Student Ratings Regarding Clarity of Objectives in the Undergraduate Competency-Based Language Arts Methodology Course

Module	Cases		Percent	
	Spring 1975 (N=12)	Fall 1975 (N=9)	Spring 1975	Fall 1975
1. Creating and Organizing a Primary Classroom				
a. Extremely clear	2	1	16.7	11.1
b. Clear	6	3	50.0	33.3
c. Adequate	4	3	33.3	33.3
d. Unclear	--	2	--	22.2
e. Extremely unclear	--	--	--	--
f. No response	--	--	--	--
2. Language and Thinking in Children				
a. Extremely clear	2	--	16.7	33.3
b. Clear	6	3	50.0	44.4
c. Adequate	4	4	33.3	22.2
d. Unclear	--	2	--	--
e. Extremely unclear	--	--	--	--
f. No response	--	--	--	--
3. Oral Language Activities for Primary Children				
a. Extremely clear	2	--	16.7	--
b. Clear	6	3	50.0	33.3
c. Adequate	4	6	33.3	66.7
d. Unclear	--	--	--	--
e. Extremely unclear	--	--	--	--
f. No response	--	--	--	--
4. Learning Centers: An Approach to Individualization				
a. Extremely clear	2	1	16.7	11.1
b. Clear	8	5	75.0	55.6
c. Adequate	1	1	8.3	11.1
d. Unclear	--	1	--	11.1
e. Extremely unclear	--	1	--	11.1
f. No response	--	--	--	--

Table 4

Module	Cases		Percent	
	Spring 1975 (N=12)	Fall 1975 (N=9)	Spring 1975	Fall 1975
5. Using Children's Literature				
a. Extremely clear	3	--	25.0	--
b. Clear	7	5	58.0	55.6
c. Adequate	1	4	8.3	44.4
d. Unclear	1	--	8.3	--
e. Extremely clear	--	--	--	--
f. No response	--	--	--	--
6. Language-Experience: An Integrated Approach to the Language Arts				
a. Extremely clear	2	--	16.7	--
b. Clear	9	4	75.0	50.0
c. Adequate	1	4	8.3	50.0
d. Unclear	--	--	--	--
e. Extremely unclear	--	--	--	--
f. No response	--	1	--	--
7. Experiential Learning				
a. Extremely clear	2	--	16.7	--
b. Clear	7	4	58.3	44.4
c. Adequate	2	4	16.7	44.4
d. Unclear	1	--	8.3	--
e. Extremely unclear	--	1	--	11.1
f. No response	--	--	--	--
8. Observing and Assessing an Individual Child				
a. Extremely clear	1	--	8.3	--
b. Clear	9	4	75.0	50.0
c. Adequate	2	2	16.7	25.0
d. Unclear	--	2	--	--
e. Extremely unclear	--	--	--	--
f. No response	--	1	--	--

Criteria 3 - Follow-up of Prospective Teachers Performance

To date, twenty-four individuals have completed student teaching in the two student teaching centers. Because of the small number of students who have been able to secure teaching positions, no large-scale effort has been made to date to conduct a follow-up of these individuals. Individual students have informally commented favorably on the organization and management aspects of the student teaching centers, however.

Criteria 4 - Adoption and Development of New Instructional Materials and Methods

One of the strengths of the project lies in the diversity of instructional materials that the college student can utilize in an effort to meet satisfactorily the stated objectives in both the competency-based reading and language arts methodology courses as well as at the student teaching centrs. To date, a variety of learning activities have been developed and keyed to the appropriate objectives in both the reading modules (See Appendix A) as well as the language arts modules (See Appendix C).

Basically, the learning activities available to the students include the following:

1. Professional readings
2. Lecture presentations
3. Seminars/group discussions
4. Individual conferences
5. Videotapes
6. Audiotapes
7. Filmstrips
8. Slides/Audiotapes

9. Live demonstration lessons
10. Experiences with children
11. Manipulation of materials

Much of the project time has been spent preparing video-and audiotapes and slides. In addition, new instructional materials for the teaching of reading in the elementary school have been purchased and are available for students to review.

To help the project staff determine which learning activities were deemed by the students to be most helpful in helping them become teachers of reading and the language arts, questionnaires were distributed to students at the completion of the respective courses. The results follow:

Undergraduate Reading Methodology Course. Subjects involved in both field tests rated experiences with children as being the most helpful in preparing them to become teachers (See Tables 5 and 6). Individual conferences between the professor and student as well the assigned professional readings were also rated very highly. In addition, the manipulation of games and learning materials and the reading of professional materials were also rated favorably.

Undergraduate Language Arts Methodology Course. Subjects enrolled in the language arts course reacted similarly to their peers who were enrolled in the reading methodology course. One hundred percent of the respondents rated the experiences with children and the individual conferences being either "very helpful" or "helpful" in helping them become future teachers.

From these data, it is clear what preservice teachers perceive contact with children to be the greatest benefit in helping them become future teachers.

Table 5

Student Ratings of Learning Activities in the Competency-Based Reading Methodology Course

Activity	Cases				Percent			
	Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Fall 1974	Spring 1975	Fall 1975	Spring 1976
1. Professional Readings								
a. Very helpful	29	30	25	30	70.7	58.8	69.4	60.0
b. Helpful	9	16	8	17	22.0	31.4	22.2	34.0
c. Adequate	2	5	3	3	4.9	9.8	8.3	6.0
d. Less helpful	1	--	--	--	2.4	--	--	--
e. No help	--	--	--	--	--	--	--	--
f. No response	--	--	--	--	--	--	--	--
2. Live Lectures								
a. Very helpful	4	5	6	4	18.2	14.3	46.2	12.9
b. Helpful	9	10	5	6	40.9	28.6	38.5	19.4
c. Adequate	6	6	1	7	27.3	17.1	7.7	22.6
d. Less helpful	2	13	1	4	9.1	37.1	7.7	12.9
e. No help	1	1	--	10	4.5	2.9	--	32.3
f. No response	19	16	23	19	--	--	--	--
3. Seminar/Group Discussions								
a. Very helpful	17	22	8	6	47.2	53.7	61.5	23.1
b. Helpful	11	11	5	4	30.6	26.8	38.5	15.4
c. Adequate	5	6	--	9	13.9	14.6	--	34.6
d. Less helpful	2	2	--	2	5.6	4.9	--	7.7
e. No help	1	--	--	5	2.8	--	--	19.2
f. No response	5	10	23	24	--	--	--	--
4. Individual Conference								
a. Very helpful	20	27	11	8	54.1	55.1	35.5	20.5
b. Helpful	13	13	14	13	35.1	26.5	45.2	33.3
c. Adequate	4	8	4	10	10.8	16.3	12.9	25.6
d. Less helpful	--	--	2	4	--	--	6.5	10.3
e. No help	--	1	--	4	--	2.0	--	10.3
f. No response	4	2	5	11	--	--	--	--

Table 5

Activity	Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Fall 1974	Spring 1975	Fall 1975	Sprin 1976
5. Videotapes								
a. Very helpful	8	18	17	10	20.5	40.9	53.1	22.7
b. Helpful	20	18	8	18	51.3	40.9	25.0	40.9
c. Adequate	10	6	6	13	25.6	13.6	18.7	29.5
d. Less helpful	--	2	1	1	--	4.5	3.1	2.3
e. No help	1	--	--	2	2.6	--	--	4.5
f. No response	2	7	4	6	--	--	--	--
6. Audiotapes								
a. Very helpful	13	21	23	14	33.3	42.9	65.7	32.6
b. Helpful	15	20	7	15	38.5	40.8	20.0	34.9
c. Adequate	9	6	4	12	23.1	12.2	11.4	27.9
d. Less helpful	1	2	1	1	2.6	4.1	2.9	2.3
e. No help	1	--	--	1	2.6	--	--	2.3
f. No response	2	2	1	7	--	--	--	--
7. Filmstrips								
a. Very helpful	1	3	3	2	6.7	13.6	25.0	10.0
b. Helpful	3	8	8	4	20.0	36.4	66.7	20.0
c. Adequate	7	5	1	6	46.7	22.7	8.3	30.0
d. Less helpful	--	2	--	4	--	9.1	--	20.0
e. No help	4	4	--	4	26.7	18.2	--	20.0
f. No response	26	29	24	30	--	--	--	--
8. Slides/Audiotapes								
a. Very helpful	1	4	4	4	8.3	20.0	50.0	22.2
b. Helpful	4	6	2	3	33.3	30.0	25.0	16.7
c. Adequate	6	4	2	6	50.0	20.0	25.0	33.3
d. Less helpful	--	3	--	1	--	15.0	--	5.6
e. No help	1	3	--	4	8.3	15.0	--	22.2
f. No response	29	31	28	32	--	--	--	--

Table 5

Activity	Cases Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Percent Fall 1974	Spring 1975	Fall 1975	Spring 1976
9. Live Demonstration Lessons								
a. Very helpful	1	2	6	4	14.3	14.3	85.6	23.5
b. Helpful	3	5	1	3	42.9	35.7	14.3	17.6
c. Adequate	1	4	--	4	14.3	28.6	--	23.5
d. Less helpful	--	1	--	1	--	7.1	--	5.9
e. No help	2	2	--	5	28.6	14.3	--	29.4
f. No response	34	37	29	33	--	--	--	--
10. Experience with Children								
a. Very helpful	32	36	34	44	80.0	73.5	97.1	88.0
b. Helpful	6	8	--	3	15.0	16.3	--	6.0
c. Adequate	1	5	1	3	2.5	10.2	2.9	6.0
d. Less helpful	1	--	--	--	2.5	--	--	--
e. No help	--	--	--	--	--	--	--	--
f. No response	1	2	1	--	--	--	--	--
11. Manipulation of Materials								
a. Very helpful	13	21	15	18	32.5	42.9	46.9	41.9
b. Helpful	13	19	13	11	32.5	38.8	40.6	25.6
c. Adequate	12	8	2	11	30.0	16.3	6.2	25.6
d. Less helpful	2	1	2	1	5.0	2.0	6.2	2.3
e. No help	--	--	--	2	--	--	--	4.7
f. No response	1	2	4	7	--	--	--	--

Table 6

Student Ratings of Learning Activities in the Competency-Based Language Arts Methodology Course

Activity	Cases		Percent	
	Spring 1975 (N=12)	Fall 1975 (N=9)	Spring 1975	Fall 1975
1. Professional readings				
a. Very helpful	2	1	16.7	11.1
b. Helpful	7	3	58.3	33.3
c. Adequate	1	2	8.3	22.2
d. Less helpful	2	3	16.7	33.3
e. No help	--	--	--	--
f. No response	--	--	--	--
2. Planning sessions with faculty instructor				
a. Very helpful	5	--	41.7	--
b. Helpful	6	3	50.0	37.5
c. Adequate	1	3	8.3	37.5
d. Less helpful	--	2	--	25.0
e. No help	--	--	--	--
f. No response	--	1	--	--
3. Seminar/group discussions				
a. Very helpful	1	--	9.1	--
b. Helpful	8	2	72.7	33.3
c. Adequate	2	2	18.2	33.3
d. Less helpful	--	1	--	16.7
e. No help	--	1	--	16.7
f. No response	--	3	--	--
4. Individual conference				
a. Very helpful	6	1	50.0	16.7
b. Helpful	6	2	50.0	33.3
c. Adequate	--	3	--	50.0
d. Less helpful	--	--	--	--
e. No help	--	--	--	--
f. No response	--	4	--	--
5. Videotapes				
a. Very helpful	2	--	16.7	--
b. Helpful	8	1	66.7	14.3
c. Adequate	1	4	8.3	57.1
d. Less helpful	1	2	8.3	28.6
e. No help	--	--	--	--
f. No response	--	2	--	--

Table 6

Activity	Cases		Percent	
	Spring 1975 (N=12)	Fall 1975 (N=9)	Spring 1975	Fall 1975
6. Audiotapes				
a. Very helpful	4	--	33.0	--
b. Helpful	6	1	50.0	14.3
c. Adequate	2	5	16.7	71.4
d. Less helpful	--	1	--	14.3
e. No help	--	--	--	--
f. No response	--	--	--	--
7. Filmstrips or films				
a. Very helpful	2	--	18.2	--
b. Helpful	7	1	63.6	12.5
c. Adequate	1	6	9.1	75.0
d. Less helpful	1	--	9.1	--
e. No help	--	1	--	12.5
f. No response	--	--	--	--
8. Mission Possible (Game)				
a. Very helpful	1	--	8.3	--
b. Helpful	6	--	50.0	--
c. Adequate	3	1	25.0	12.5
d. Less helpful	2	3	16.7	37.5
e. No help	--	4	--	50.0
f. No response	--	1	--	--
9. Experiences with children				
a. Very helpful	10	7	83.3	77.8
b. Helpful	2	2	16.7	22.2
c. Adequate	--	--	--	--
d. Less helpful	--	--	--	--
e. No help	--	--	--	--
f. No response	--	--	--	--
10. Manipulation of materials				
a. Very helpful	2	1	18.2	11.1
b. Helpful	6	5	54.5	55.6
c. Adequate	3	2	27.3	22.2
d. Less helpful	--	1	--	11.1
e. No help	--	--	--	--
f. No response	--	--	--	--
11. Creating games and learning materials				
a. Very helpful	5	4	41.7	44.4
b. Helpful	4	5	33.3	55.6
c. Adequate	2	--	16.7	--
d. Less helpful	1	--	8.3	--
e. No help	--	--	--	--
f. No response	--	--	--	--

Another unique, yet useful, instructional material which was developed for use in the competency-based reading methods course is the introductory slide-audio tape cassette package which depicts students actually progressing through the competency-based program (See Appendix L). This package is used to orient students to both the general as well as specific aspects of the competency-based course module.

Yet, another important facet of the competency-based reading and language arts undergraduate competency-based courses is the diverse way by which students can demonstrate mastery of a stated objective. The project staff has been evaluating the effectiveness of the multiple options of postassessment available to students in the program. The findings are as follows:

Undergraduate Reading Methodology Course. The most valuable means of postassessment, according to students who were enrolled in the course, was through the observation of taught lessons (See Table 7). Projects related to the objectives were also viewed as being highly valuable to the students. Generally, students disliked both objective and subjective tests. Apparently, subjects were inclined to view "doing" kinds of activities as preferable over "remembering" kinds of activities.

Undergraduate Language Arts Methodology Course. Again, just as with the reading methods course, students rated observations, lessons or activity plans, or projects as being more effective means of postassessment than more formal objective tests (See Table 8). Generally, written reports tended to be rated lower than other means of postassessment.

The plan for the fall semester of 1976 is to implement the nine modular topics for the elective undergraduate reading course which has undergone development during the 1975-76 academic year. These modules will parallel

Table 7

Student Rating of Postassessment Options in the Undergraduate Competency-Based Reading Methodology Course

Types of Postassessment	Cases				Percent			
	Fall 1974 (N=41)	Spring 1975 (N=51)	Fall 1975 (N=36)	Spring 1976 (N=50)	Fall 1974	Spring 1975	Fall 1975	Spring 1976
1. Papers								
a. Highly valuable	9	11	2	5	22.0	22.4	7.4	12.2
b. Very valuable	13	21	10	13	31.7	42.9	37.0	31.7
c. Of moderate value	18	16	13	20	43.9	32.7	48.1	48.8
d. Of little value	1	1	2	3	2.4	2.0	7.4	7.3
e. Of no value	--	--	--	--	--	--	--	--
f. No response	--	2	9	9	--	--	--	--
2. Objective Tests								
a. Highly valuable	1	5	5	10	2.4	9.8	13.9	20.4
b. Very valuable	17	21	17	18	41.5	41.2	47.2	36.7
c. Of moderate value	18	23	13	15	43.9	45.1	36.1	30.6
d. Of little value	4	--	1	5	9.8	--	2.8	10.2
e. Of no value	1	2	---	1	2.4	3.9	--	2.0
f. No response	--	--	--	1	--	--	--	--
3. Short Essay Tests								
a. Highly valuable	7	6	9	3	24.1	15.8	25.7	6.1
b. Very valuable	14	11	21	19	48.3	28.9	60.0	38.8
c. Of moderate value	6	21	5	24	20.7	55.3	14,3	49.0
d. Of little value	2	--	--	3	6.9	--	--	6.1
e. Of no value	--	--	--	--	--	--	--	--
f. No response	12	13	1	1	--	--	--	--
4. Task Sheets								
a. Highly valuable	8	13	8	9	19.5	25.5	22.2	18.7
b. Very valuable	13	15	12	18	31.7	29.4	33.3	37.5
c. Of moderate value	14	17	12	14	34.1	33.3	33.3	29.2
d. Of little value	4	4	4	6	9.8	7.8	11.1	12.5
e. Of no value	2	2	--	1	4.9	3.9	--	2.1
f. No response	--	--	--	2	--	--	--	--

Table 7

Types of Postassessment	Cases Fall 1974 (N=41)	Cases Spring 1975 (N=51)	Cases Fall 1975 (N=36)	Cases Spring 1976 (N=50)	Percent Fall 1974	Percent Spring 1975	Percent Fall 1975	Percent Spring 1976
5. Observations								
a. Highly valuable	12	14	17	20	36.4	31.1	54.8	44.4
b. Very valuable	11	21	10	11	33.3	46.7	32.3	24.4
c. Of moderate value	9	7	4	13	27.3	15.6	12.9	28.9
d. Of little value	--	3	--	--	--	6.7	--	--
e. Of no value	1	--	--	1	3.0	--	--	2.2
f. No response	8	6	5	5	--	--	--	--
6. Projects								
a. Highly valuable	5	7	4	3	20.8	20.0	19.0	12.0
b. Very valuable	9	15	9	8	37.5	42.9	42.9	32.0
c. Of moderate value	10	11	6	9	41.7	31.4	28.6	36.0
d. Of little value	--	2	1	3	--	5.7	4.8	12.0
e. Of no value	--	--	1	2	--	--	--	8.0
f. No response	17	15	15	25	--	--	--	--

Table 8

Student Ratings of the Postassessment Options in the Undergraduate Competency-Based Language Arts Course

Type of Postassessment	Cases		Percent	
	Spring 1975 (N=12)	Fall 1975 (N=9)	Spring 1975	Fall 1975
1. Written reports				
a. Highly valuable	2	--	16.7	--
b. Very valuable	5	--	41.7	--
c. Of moderate value	5	7	41.7	77.8
d. Of little value	--	2	--	22.2
e. Of no value	--	--	--	--
f. No response	--	--	--	--
2. Objective tests				
a. Highly valuable	1	--	14.3	--
b. Very valuable	5	1	57.1	25.0
c. Of moderate value	1	1	14.3	25.0
d. Of little value	1	2	14.3	50.0
e. Of no value	--	--	--	--
f. No response	--	--	--	--
3. Lesson or activity plans				
a. Highly valuable	4	--	33.3	--
b. Very valuable	6	5	50.0	55.6
c. Of moderate value	2	4	16.7	44.4
d. Of little value	--	--	--	--
e. Of no value	--	--	--	--
f. No response	--	--	--	--
4. Observations				
a. Highly valuable	3	--	25	--
b. Very valuable	8	6	66.7	75.0
c. Of moderate value	1	2	8.3	25.0
d. Of little value	--	--	--	--
e. Of no value	--	--	--	--
f. No response	--	--	--	--
5. Project (games and/or materials)				
a. Highly valuable	4	1	33.3	11.1
b. Very valuable	5	7	41.7	77.8
c. Of moderate value	2	8	16.7	11.1
d. Of little value	1	--	8.3	--
e. Of no value	--	--	--	--
f. No response	--	--	--	--

those used in other competency-based courses in the project and hence, will reflect the knowledge gained from the field testing of the earlier prototypic modules used in the already described reading and language arts courses.

Criteria 5 - Effective Management System for Project Activities

Throughout the project, the staff has designed the various components to be implemented slowly and systematically, moving from a small-scale field test situation to a larger field test effort. Through continuous evaluation, revision, and refinement, the staff has developed a model that is workable and can be implemented as an alternative, not a replacement, to the conventional preservice training of teachers of reading.

The Competency-Based Reading Methodology Course. The competency-based undergraduate reading course was initially begun three semesters before the project was formally funded. Originally, the course enrollment was small: eleven students. The second stage in the development of the course was to increase the enrollment to twenty-seven students and to assign two faculty members to team-teach the course. Following this, a full complement of approximately sixty students was assigned to the two sections of the course, thereby bringing the student-professor ratio to 30:1. During this period, formative objective and subjective evaluative data was collected and analyzed, resulting in modifications in the course that were reflected in the second edition of the Stieglitz/Rude handbook entitled Methods and Materials in Teaching Reading: A Competency-Based Approach. To date, 178 students have voluntarily enrolled in this course. (See Appendix A).

The Competency-Based Language Arts Methodology Course. While this course is relatively new in the undergraduate program (it has been implemented for only two semesters) it reflected many of the organizational and managerial characteristics of the competency-based reading course. Specifically, eight modules were developed to complement the reading course (See Appendix C). Moreover, objective questionnaires were distributed to students enrolled in the field tests of the course and revisions reflecting their responses have been made.

The Student Teaching Centers. The first semester of the project was devoted, to a great extent, to conceptualizing the organization and implementation of the first student teaching center. Specific questions such as "What people need to be contacted, both on and off campus, as we progress through the planning stages of the program?," "What criteria need to be established for selecting students to participate in the portal site student teaching experience?," "What criteria should be used in the selection of a student-teaching center?," and "What are the characteristics of a student teaching center?," needed to be answered. Once these questions were resolved, a number of elementary schools were visited before the first site was selected. In essence, one semester was devoted to planning and selecting a student-teaching center. A second site was chosen the following semester.

During the project student teachers were assigned to the student teaching centers. Students were evaluated by their peers, by their assigned cooperating teachers, as well as by members of the project team. Objectives which student teachers were expected to demonstrate competency in the teaching of reading were contained in four modules. They included (See Appendix G)

1. Developing Language Fluency and Perceptual Abilities in the Primary Grades
2. Teaching Word Identification Skills
3. Developing Comprehension Skills
4. Work-Study Skills

Upon completion of each semester's student teaching experience, students and cooperating teachers were asked to evaluate the effectiveness of the program (See Appendix M). Aspects which deemed effective during the student orientation to the program included:

1. Visitations by student teachers to the school prior to the start of student teaching.
2. Use of an orientation checklist for student teachers and cooperating teachers (See Appendix N).
3. Biographical and professional data provided by student teachers on preparticipation assessment forms (See Appendix O).
4. Meetings between resource professors and student teaching center faculties.

Orientation aspects which were improved included:

1. Clearer explanation of responsibilites of student teachers and cooperating teachers prior to the start of student teaching.
2. The development of a handbook for student teachers at the Captain Hunt Elementary School (See Appendix P).

Both cooperating teachers and student teachers responded favorably toward the opportunities to observe and teach different grade levels even though at times it was difficult to schedule student teachers in the various classrooms.

Students working at the student teaching centers also responded favorably to the instructional materials supplied to them by the resource professors. Moreover, the weekly observations conducted by the project resource professors were also well received.

Both student teachers and cooperating teachers found the resource modules and their accompanying materials to be well organized as well as useful. Interestingly, several cooperating teachers utilized the materials in the resource modules.

The principals of the student teaching centers were perceived to be effective liasons between the school faculty and the resource professors. In addition to their roles as principals, they were able to answer questions which student teachers raised and to resolve any of the difficulties which they encountered.

Student teachers responded favorably to the large amount of feedback which was provided. Expecially noted was their satisfaction with the lesson evaluation forms which were used throughout the student teaching experience (See Appendix H).

Both student teachers and cooperating teachers felt there was a high degree of communication between all parties involved in the student teaching centers. Student teachers felt, however, that more interaction between themselves might have proven beneficial. Unfortunately, due to the lack of time each day and the physical arrangement of the buildings, this was not always possible.

When student teachers, cooperating teachers, and other faculty members were asked for their overall reaction to the program, the following randomly selected comments were solicited:

> "My overall reaction to the program is that it was the most enjoyable and informative learning experience I have ever had. I truely enjoyed it and I feel that as a result of this program that I am better qualified and more able to handle a variety of experiences for children in any classroom. Thank you for making my student teaching experience such a delight !" - Student Teacher

> "At first, it was very confusing. I was very unsure but I'm glad I decided to participate in it. It was a real experience." - Student Teacher

> "I feel that the program went very well for its first semester. There were problems but most will be ironed out before September. My only fear about this program is there may come a time when the student teaching program is put before the children of the school. I feel that everyone concerned should always be mindful that the children always come first." - Cooperating Tea[illegible]r

"Now that we have the "bugs" worked out, I feel it is an excellent program. I have enjoyed becoming a cooperating teacher and have found the resource professors constant guidance very helpful even though we had a few differences of opinion. I feel this program and Dr. Lawton's course have prepared me well to appreciate the problems, advantages and work load involved in being a cooperating teacher. I find the most difficult problem, once my student is capable of managing the class alone, is that of boredom. I miss teaching myself but have learned to use the time to work with individual problems and program development."
"I think the students are better prepared than in other programs. As difficult as they are, the modules keep the students in constant assessment of where they have been and where they are going."
"I hope next semester's program will be as successful as this one." - Cooperating Teacher

"Went quite well considering it was a pilot program. Students, professors, teachers all seemed genuinely involved and worked to make it a success." Cooperating Teacher

"I did not have a student in my class but I have learned a great deal from the experiences of the other cooperating teachers. The Thursday afternoon classes (workshop) were very helpful. I feel a little more comfortable about accepting a student in the Fall." - Additional faculty member

"At first I honestly felt it was hopelessly complicated and it would not be worth it to become a cooperating teacher with this program; it would entail too much "extra" work. I don't have the time for something like this."
"The present teachers who are cooperating teachers now have convinced me that it was a good experience despite some of the problems."
"Would it be possible to cut down the amount of additional work a cooperating teacher and her student has and concentrate more on their individual classrooms." - Additional faculty member

"Favorable! The whole concept of the Student Teaching Center is such a good idea that it's a wonder it has not been done before." Additional faculty member

"I found the program from my viewpoint to be functional and satisfying - however, as a remedial reading teacher I felt my part could be expanded. In regard to my student teaching experience, evaluation (positive or negative criticism) from my critic supervisor was nearly nonexistent; the continous, extensive evaluation found in this program was surely a profitable feature."
"In regard to the other student teaching experience in the future, I feel greater use of the resource faculty could be made; the paperwork seems heavy as well but my familiarity with this program has been limited. My suggestions, thus,

are few and not supported entirely by background or experience." - Additional faculty member

Criteria 6 - Preparation of Teachers and Administrators in Local School Districts

Throughout the funded period, project staff members have worked closely with cooperating reading specialists as well as with the administrators and teachers who assist in the supervision and evaluation of student teachers in the student teaching centers. These activities have been described in detail in an earlier section of this report (See Criteria 1 - Local Agency Involvement). In addition to these activities, it should be noted that during the month of January 1975 a series of five after-school planning sessions were held between the college reading and science specialists and the faculty and principal of Captain Hunt Elementary School. The purpose of these meetings was to organize the program for implementation in the spring semester, the first operational semester of the first student teaching center. During these meetings, it was decided that a team approach to student teaching would be organized with teams consisting of the following individuals: student teachers, cooperating teachers, the school administrator, school reading resource teachers, and college resource professors. It was agreed that provisions should be made for blocks of planning time both during and after school. During these sessions, the team could become oriented to the program, share teaching ideas, and discuss the progress of the project.

The meetings held in January between the resource professors and the school personnel were also used to decide upon the specific features of the student teaching program at the student teaching center. Procedures for orienting students to the program, monitoring student progress during the semester, and introducing both the student teachers and cooperating teachers to the reading modules were discussed and agreed upon at these meetings.

It is noteworthy to mention that similar orientation and planning sessions were also conducted with the administrators and staff of the second student teaching center, Lonsdale Elementary School located in Lincoln, Rhode Island. This center became operational in September, 1975.

Criteria 7 - College Commitment to the Project

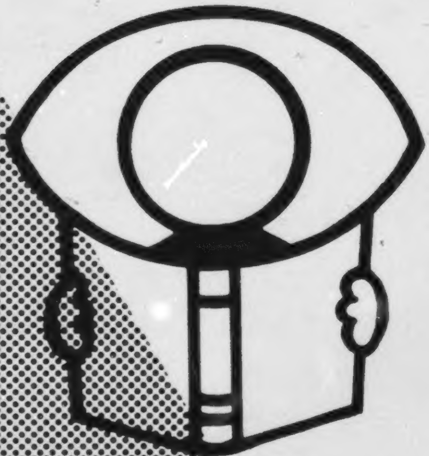
The administration of Rhode Island College has supported the experimentation and development of an undergraduate competency-based course in reading for the past seven semesters. During this time the course has evolved from a small pilot with nine students and one instructor to almost sixty students and two faculty-members. Moreover, the Dean of the Educational Studies has supported the efforts of faculty members interested in developing competency-based courses, in reading as well as other academic areas. It is assumed that this support will continue to be forthcoming. An indication of this support lies in the fact that during the second year of the project the college agreed to financially and spiritually support project related activities such as the supervision of student teachers at the student teaching centers and the implementation of the undergraduate reading, science, and early childhood language arts courses.

Criteria 8 - Implementation of the Project Design in the College Curriculum

Competency-based teacher education is already playing a role in the present college program. Approximately two of the five undergraduate reading methodology courses offered each semester are competency-based in format, one of the early childhood education language arts courses is presently competency-based, and two student teaching centers have been established to train future teachers utilizing the competency-based format. Competency-based education at Rhode Island College is viewed not as a replacement for conventional teacher training but as a viable alternative. It is anticipated that this program will continue to be offered as an alternative approach to teacher training in the Department of Elementary Education. An indication that this should be so is the fact that a new undergraduate reading course has been designed and will be implemented during the fall of the 1976 academic year.

APPENDIX A

READING METHODS HANDBOOK FOR UNDERGRADUATE COURSE



methods and materials in teaching READING:

A COMPETENCY-BASED APPROACH

EZRA L. STIEGLITZ
ROBERT T. RUDE

SECOND EDITION

Rhode Island College
Providence, Rhode Island 02908

AV DEPT. GRAPHICS

ⓒ 1974 by Ezra L. Stieglitz and Robert T. Rude

PREFACE

The purpose of this book is to help the student develop into a competent teacher of reading at the elementary school level by experiencing a competency-based approach to teacher education. This is not to imply that conventional undergraduate reading courses are inferior in quality to competency-based courses. We feel, however, that a competency-based course can offer students a viable alternative to the traditional course structure offered in most colleges and universities.

This book is not a conventional reading methods text. Instead, it is a guide to help students proceed systematically and orderly through the sometimes bewildering and confusing process of becoming a teacher of reading. Though the terminology may be new and the format unique, this book should help students see how they can, to a large degree, become responsible for their own learning.

The book is designed to show students how behavioral objectives can play an important role in education; both at the elementary school level as well as the college and university level.

The undergraduate student, by following the guidelines presented, will learn about the reading process, assessment of reading ability, reading readiness, instructional approaches, skill development, and organizational aspects of instruction. The student will be exposed to a variety of techniques and approaches for teaching reading. This course is intended only to survey reading instruction in the elementary school and provide the prospective teacher with a basic understanding of the skills necessary for teaching reading in the classroom. Hopefully, this course will stimulate the student to continue to explore the field of reading instruction.

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INTRODUCTION

This book is designed to guide students systematically through sections of Education 322-Methods and Materials in Teaching Reading conducted according to a competency-based approach. Included in the book are the materials and directions which will permit the student to be responsible for much of his own learning. The ideas, suggestions, and activities have been designed to help the student master the stated objectives in a variety of ways.

The purpose of this course is to help students acquire an understanding of the nature of developmental reading instruction in the elementary school by introducing them to current reading theory and methodology. This involves both an exploration of teaching strategies and a rationale for the various instructional procedures used to teach reading. The course will emphasize the application of theory to the actual teaching of children in the classroom.

A minimum of nine modular topics are explored by the student in the course. They include:

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification
Module #6 - Developing Comprehension Skills
Module #7 - Using the Basal Reader
Module #8 - Approaches to Reading Instruction: Language-Experience
Module #9 - Approaches to Reading Instruction: Individualized Reading

These nine topics include information that is important to individuals interested in becoming elementary school teachers. For students wishing to go beyond the minimum requirements for the course, five additional topics are available for further study. These topics include:

Module #10 - Additional Approaches to Reading Instruction
Module #11 - Work-Study Skills
Module #12 - School and Classroom Organization for Individualizing Instruction
Module #13 - Readability
Module #14 - Children with Reading Difficulties

THE COMPETENCY-BASED NATURE OF EDUCATION 322

A. Overview

In a competency-based teacher education program, the competencies to be acquired by the student and the criteria applied in assessing the performance of the student are made explicit at the beginning of a course. As the student advances through the program he is held accountable for meeting these criteria.

This course is meant to provide students with a choice of experiences that can lead to the attainment of specific competencies in reading. Throughout the course, participants are given the opportunity to progress at their own rates and according to their individual needs and interests. A major responsibility of each student is to select experiences that he feels will lead to the attainment of competencies necessary to teach reading.

B. Characteristics of a Competency-Based Program

Generally speaking, competency-based teacher education programs include the following characteristics:

1. A major premise of this approach is that students should receive course credit not only on the basis on what they know, but also on what they can do.

2. There is a strong emphasis placed on competency achievement enhanced by the development of better definitions of teacher tasks.

3. Participants complete the program only when they have demonstrated the competencies that have been identified as requisite for a particular professional role.

4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

5. There is much stress placed on individualized and flexible instruction in the form of self-evaluation, self-pacing, and added self-responsibility throughout the training program.

6. The learning experiences of the individual are guided by feedback.

7. The program emphasizes the need for earlier and more varied experiences with children.

C. Definition of Terms

1. Instructional Module

This is a set of learning activities intended to facilitate the student's achievement of a specific objective or set of objectives. It consists of the following elements:

a. behaviors prerequisite to beginning the module
b. a statement of rationale
c. procedures for preparticipation assessment
d. a specific objective or set of objectives
e. a series of learning activities
f. alternative methods of postassessment
g. remediation procedures for students who do not demonstrate mastery on the postassessment.

2. Objectives or Teacher Competencies

They comprise the most important element of each module because they indicate precisely what the module will accomplish. Also, teacher competencies can be viewed as the outcomes of teacher education. Specifically, they are those attitudes, understandings, skills, and behaviors of a teacher which enable him to facilitate the intellectual, social, emotional, and physical growth of children.

3. Preparticipation Assessment

These are procedures related to the objectives which are used to determine the student's level of mastery prior to instruction.

4. Learning Activities

These are purposeful activities which prepare an individual for attainment of the competencies.

5. Postassessment

These are procedures, following the learning activity experiences, used to determine the student's level of mastery relevant to a specified objective or set of objectives. Criterion behaviors are stated to serve as evidence that a competency has been attained.

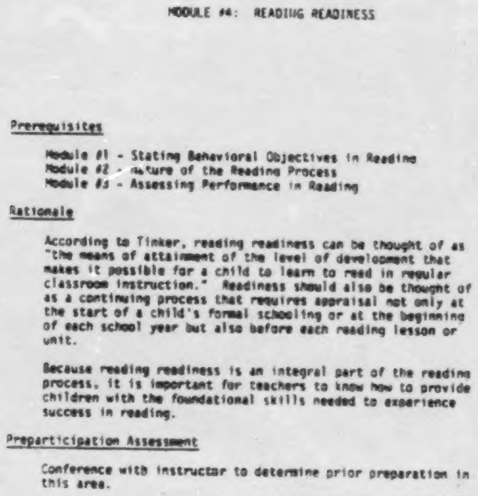
AN OPERATIONAL GUIDE FOR COMPETENCY-BASED EDUCATION 322

A. The Instructional Module

The heart of competency-based Education 322 is the instructional module. As was indicated earlier, there are a total of fourteen instructional modules in the program; nine required and five optional. Each module is identified by its number and title (See Figure 1). Generally, the modules have been arranged in a hierarchy. The material learned in Module #1: Stating Behavioral Objectives in Reading, for example, is prerequisite to the completion of competencies in later modules.

Figure 1

Sample Module Cover Page



MODULE #4: READING READINESS

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading

Rationale

According to Tinker, reading readiness can be thought of as "the means of attainment of the level of development that makes it possible for a child to learn to read in regular classroom instruction." Readiness should also be thought of as a continuing process that requires appraisal not only at the start of a child's formal schooling or at the beginning of each school year but also before each reading lesson or unit.

Because reading readiness is an integral part of the reading process, it is important for teachers to know how to provide children with the foundational skills needed to experience success in reading.

Preparticipation Assessment

Conference with instructor to determine prior preparation in this area.

1. Prerequisites

Beginning with Module #2, prerequisite modules are introduced into the program. The prerequisite modules help establish the basic concepts necessary for the student to successfully master future modules. For example, before beginning work on Module #4: Reading Readiness, the student should have successfully completed the required competencies in Modules #1, 2, and 3.

2. Rationale

Each module includes a brief rationale which is intended to provide the student with an overview of the material to be studied. In essence, the rationale of each module can be thought of as an "advance organizer" helping to prepare the student for the material that follows.

3. Preparticipation Assessment

Ideally, this portion of the module explains what a student must demonstrate if he is to be given credit for mastering the module without actually doing the assigned work. It can be thought of as a pretest of a student's knowledge and ability. In reality, since most of the students in the undergraduate program have never taken a reading methods course and have had only limited experiences with children, procedures for preassessing prior knowledge and skills in reading are not as important as they would be at the inservice or graduate levels. We have, nevertheless, retained the option of permitting students to omit or skip modules if they can demonstrate that they possess the necessary knowledges, skills, or abilities explicated in each module. Students who feel they are capable of demonstrating specific skills prior to beginning a module are urged to schedule a conference with the professor in order to arrive at a mutual decision regarding the student's competency.

4. Objectives

Within each instructional module the student will find one or more objectives listed. Each objective is identified by a coding system. In the module on Reading Readiness, for example, the code RED is used (See Figure 2) to identify the modular topic. Following the module code, the student will find either the letter R or the three letters Opt. The letter R signifies that the objective is required and must be attained by all students in order to meet the basic requirements of the course. The letters Opt indicate optional objectives and a student may decide to by-pass them if he so chooses. Required objectives will always precede the optional objectives in each module.

Figure 2

Coding System for Objectives

Objective	
RED-R-1	The student will demonstrate an understanding of factors related to reading readiness: - intellectual development - chronological age - language development - perceptual development (auditory and visual discrimination) - physical functioning - socio-cultural factors - emotional development - past experiences and informational background

Within a module, the required objectives have been arranged in a hierarchical order. The early objectives, therefore, usually focus on establishing a knowledge base regarding the topic while the final required objectives usually involve an experience with children.

The required objectives should be attained before the student selects and attempts to complete any of the optional objectives. Students are also permitted to design and submit optional objectives above and beyond those already listed. Naturally, these student-designed objectives must be approved by the instructor.

Grades in the course are directly related to the number of objectives attained by the student. The student can meet only the required objectives for a C or choose to do a specified number of optional objectives for a higher grade. Students who do not meet the basic requirements of the course will be graded accordingly. The advantage of this system is that both students and professors know exactly where each individual stands throughout the program. Grading is straightforward. Each student receives what he earns.

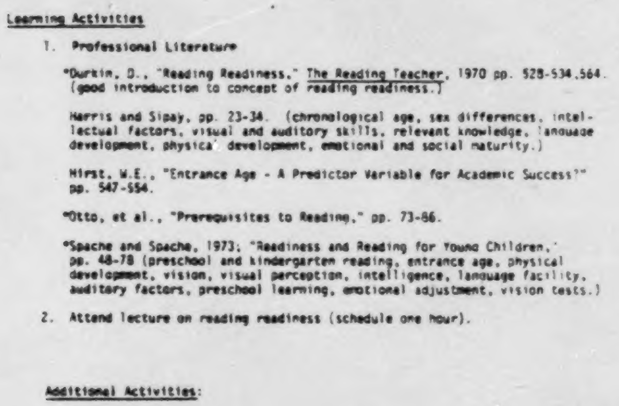
5. Learning Activities

This section of each module can be thought of as "facilitators of the objectives." The list of learning activities for each objective provides the student with a choice of alternative experiences that should lead to the attainment of specific competencies.

For the most part, within each list of learning activities will be found a subsection entitled "Professional Literature" (See Figure 3). This section may include the readings from the required textbooks used in the course as well as other pertinent texts or professional

Figure 3

Sample Learning Activities



Learning Activities

1. Professional Literature

*Durkin, D., "Reading Readiness," The Reading Teacher, 1970 pp. 528-534,564. (good introduction to concept of reading readiness.)

Harris and Sipay, pp. 23-34. (chronological age, sex differences, intellectual factors, visual and auditory skills, relevant knowledge, language development, physical development, emotional and social maturity.)

Hirst, W.E., "Entrance Age - A Predictor Variable for Academic Success?" pp. 547-554.

*Otto, et al., "Prerequisites to Reading," pp. 73-86.

*Spache and Spache, 1973; "Readiness and Reading for Young Children," pp. 48-78 (preschool and kindergarten reading, entrance age, physical development, vision, visual perception, intelligence, language facility, auditory factors, preschool learning, emotional adjustment, vision tests.)

2. Attend lecture on reading readiness (schedule one hour).

Additional Activities:

periodicals. These materials are available at the reserve desk of the Adams Library.

Initially, the student should read the professional literature in order to obtain the background information prerequisite to experiencing other learning activities. Professional references which have proven to be especially relevant are indicated by an asterisk (*) preceding the author's name. The student will notice that in the modules themselves, professional references are usually listed by the author's last name, the year of publication, and the page numbers of the selection. In some instances, the title of the reading is listed or parenthetical comments have been added to help the student better understand the scope of the reading. In all cases, the complete reference to the cited literature can be found in the "List of References for Competency-Based Education 322" located in the back of this book.

To help the student generate ideas which can be used to attain mastery of the teaching objectives, a special list of references has been prepared entitled "Sourcebooks for Ideas." Again, this bibliography is located in the back of this book. All sourcebooks found on this list are available for perusal or on a check-out basis from the Curriculum Center.

In addition to the professional references and the sourcebooks for teaching ideas there are a number of other activities which can facilitate attainment of specific objectives. One such activity is reviewing commercially-prepared instructional materials in reading. These materials, which are available in the Curriculum Center or at the site schools, should be examined by following the step-by-step procedures outlined on the "Form for Reviewing Instructional Materials in Reading" or the "Guide for Reviewing Basal Readers," both of which are included in this book.

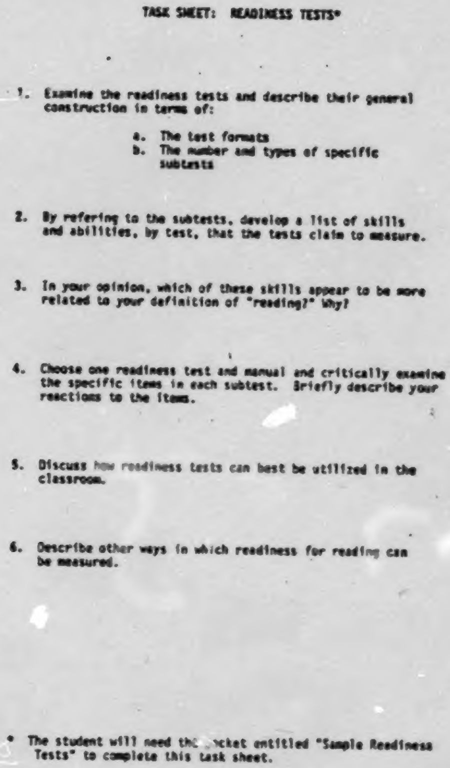
Students may be asked to demonstrate their familiarity with a topic by designing and preparing teacher-made materials which can be used in a teaching situation. This task requires the student to apply learning theory, knowledge of subject matter, and creativity to the construction of materials which can later be used to master objectives in the program.

For students who prefer the lecture approach, three options are provided. First, there is the traditional professorial lecture; a group of students request a lecture on a given topic and meet with the instructor at a mutually agreeable time. Secondly, there is the option of listening to a lecture presented on audio tape. By following the listening guide outline provided for each tape, the student is able to listen to a lecture at a convenient time; perhaps during a lunch hour or during the evening. A third option could involve viewing a slide/audio tape cassette package or a video tape presentation. Again, viewing guides are provided to help the student make maximum use of the presentation. All audio and video tapes are available in the Curriculum Center.

Students who learn best through discussions are encouraged to meet in groups of three to five along with the professor. Naturally, students are expected to be prepared to participate in these group discussions. Students are expected to bring an outline to these discussions.

Several of the objectives in the program require the student to examine and critique reading tests and materials. To help students better understand these materials, task sheets designed to accompany activity packets have been written (See Figure 4). Knowledge gained

Figure 4
SAMPLE TASK SHEET



TASK SHEET: READINESS TESTS*

1. Examine the readiness tests and describe their general construction in terms of:
    a. The test formats
    b. The number and types of specific subtests

2. By refering to the subtests, develop a list of skills and abilities, by test, that the tests claim to measure.

3. In your opinion, which of these skills appear to be more related to your definition of "reading?" Why?

4. Choose one readiness test and manual and critically examine the specific items in each subtest. Briefly describe your reactions to the items.

5. Discuss how readiness tests can best be utilized in the classroom.

6. Describe other ways in which readiness for reading can be measured.

* The student will need the packet entitled "Sample Readiness Tests" to complete this task sheet.

from responding to items on these task sheets can be reported to the professor either orally or in written form.

Objectives which are related to teaching provide the student with opportunities to a) view a demonstration lesson conducted by a classroom teacher, reading specialist, or college professor; b) watch a demonstration lesson on video tape; or c) practice a lesson with a group of children. If the last option is chosen, the student may, with the approval of a participating faculty member, select the school and classroom in which the lesson can be conducted.

The last portion of each "Learning Activities" section is entitled "Additional Activities." As new activities are developed they will be included under this heading.

6. Postassessment

Students often want to be evaluated in ways other than by objective tests. The competency-based approach permits the use of a variety of postassessment procedures (See Figure 5). In addition to true-false and multiple-choice objective examinations, the student may schedule an oral examination with the professor. During this meeting, the professor serves as a group leader and a facilitator of discussion.

Figure 5

Sample Procedures for Postassessment

Postassessement

The student will attain a score of 80% or higher on an objective test.

or

The student will read the literature on five factors related to reading readiness, summarize the literature in outline form, and use this outline to participate in a small group discussion at a satisfactory level of performance as determined by an observing faculty member.

or

The student will achieve an 80% score on a short essay test that is based on information presented in the professional literature.

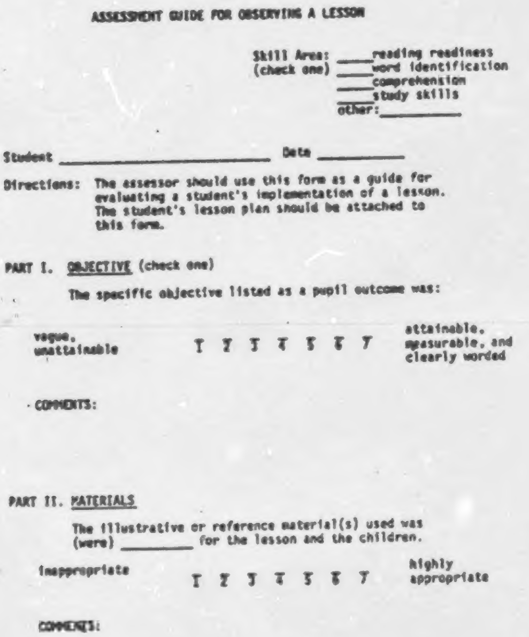
Some postassessment procedures permit the student to submit brief written reports summarizing their learning experiences. When the student chooses to submit a report, he should follow the requirement spelled out in the postassessment portion of the module.

In other instances, the student will be asked to review instructional materials according to prepared guidelines. Or, he may be asked to prepare instructional materials which can be used for teaching a specific reading skill. Similarly, he may be required to prepare a detailed lesson plan that lists the step-by-step procedures to be followed in teaching the lesson.

When an objective which requires the student to teach a lesson is encountered, specific lesson assessment forms are provided (See Figure 6). These forms should be used by students as a guide in the

Figure 6

Sample Page From Lesson Assessment Guide



ASSESSMENT GUIDE FOR OBSERVING A LESSON

Skill Area: ____reading readiness
(check one) ____word identification
____comprehension
____study skills
other:__________

Student ______________________ Date __________

Directions: The assessor should use this form as a guide for evaluating a student's implementation of a lesson. The student's lesson plan should be attached to this form.

PART I. OBJECTIVE (check one)

The specific objective listed as a pupil outcome was:

vague, unattainable 1 2 3 4 5 6 7 attainable, measurable, and clearly worded

COMMENTS:

PART II. MATERIALS

The illustrative or reference material(s) used was (were) ________ for the lesson and the children.

inappropriate 1 2 3 4 5 6 7 highly appropriate

COMMENTS:

preparation of reading lessons and by faculty members as a means of assessing students' teaching performance.

Finally, students may choose to use video tape equipment as a means of reviewing and assessing their teaching performance. Directions for this form of postassessment are spelled out in the modules.

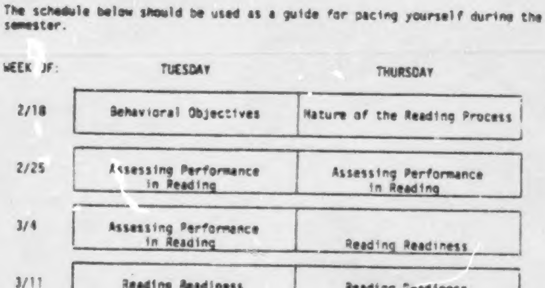
Postassessment in a comptency-based teacher education course can take many forms. The different procedures used to assess a student's competency permits the individual to choose the evaluation procedure that he feels is best for him. Through this approach, each student can capitalize on a variety of ways to illustrate his understanding and mastery of the knowledge and skills listed in the course objectives.

B. The Stress on Self-Pacing

An important feature of a comptency-based program is the concept of self-pacing. Participants are given an opportunity to progress through the program at a rate commensurate with their skills and abilities. In order to help participants pace themselves through the program, students should periodically refer to the handout "Guide for Self-Pacing" (See Figure 7) to

Figure 7

Guide for Self-Pacing



The schedule below should be used as a guide for pacing yourself during the semester.

WEEK OF:	TUESDAY	THURSDAY
2/18	Behavioral Objectives	Nature of the Reading Process
2/25	Assessing Performance in Reading	Assessing Performance in Reading
3/4	Assessing Performance in Reading	Reading Readiness
3/11	Reading Readiness	Reading Readiness

determine their rate of progress in the course.

C. The Management System

An essential element of competency-based instruction is the "delivery plan" for administering the program. According to Sartain & Stanton[1]

> It is a plan for the initiation of students into the program, for their involvement in learning experiences, for their continuation in or their elimination from the program, for the utilization of faculty time, and for the use of instructional materials and resources.

Needless to say, the success of a modular-based course is contingent upon the establishment of an effective management system. Some of the features of the delivery plan for this course have already been discussed in the section entitled "The Instructional Module." Other components of the management system include:

1. Procedures for Student-Faculty Communication

An inherent danger of modular-designed courses is that they can lead to a mechanistic and dehumanized approach to teacher education. In order to prevent this from occurring, it is imperative that the student be provided with many and varied opportunities to interact with participating faculty members. In this course these include:

a. Weekly orientation sessions

Fifteen to thirty minute orientation sessions will be held once a week during the semester in order to explain and clarify the management system, preview instructional modules, resolve individual or group problems, and schedule small group discussions. Attendance at these weekly meetings is required.

---

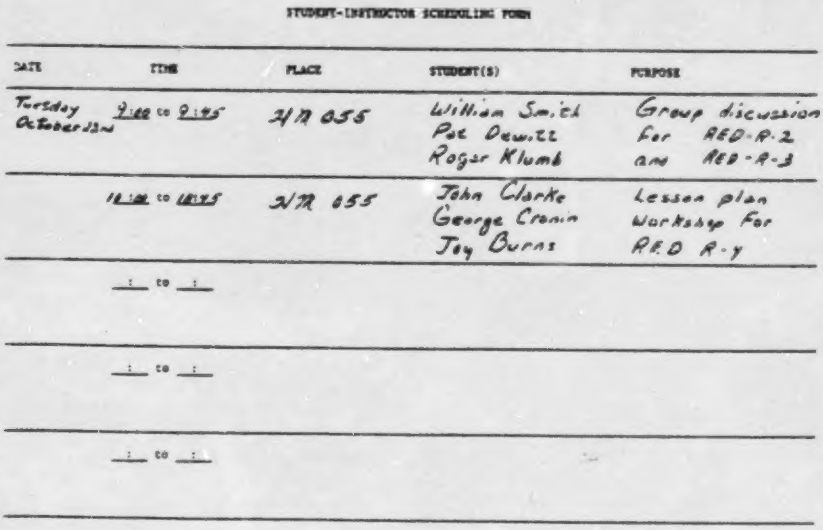
[1] Harry W. Sartain and Paul E. Stanton, Modular Preparation for Teaching Reading (Newark, Delaware: International Reading Association, 1974)

b. Scheduling time with the instructor

The "Student-Instructor Scheduling Form" should be used by the student to schedule individual and group sessions with the instructor (See Figure 8). This form will be found on the door of the instructor's office and should be filled out in the following way:

Figure 8

Sample Student-Instructor Scheduling Form



STUDENT-INSTRUCTOR SCHEDULING FORM

DATE	TIME	PLACE	STUDENT(S)	PURPOSE
Tuesday October 23rd	9:00 to 9:45	3/N 055	William Smith Pat Dewitt Roger Klumb	Group discussion for RED-R-2 and RED-R-3
	10:00 to 10:45	3/N 055	John Clarke George Cronin Joy Burns	Lesson plan workshop for RED R-4
	__:__ to __:__			
	__:__ to __:__			
	__:__ to __:__			

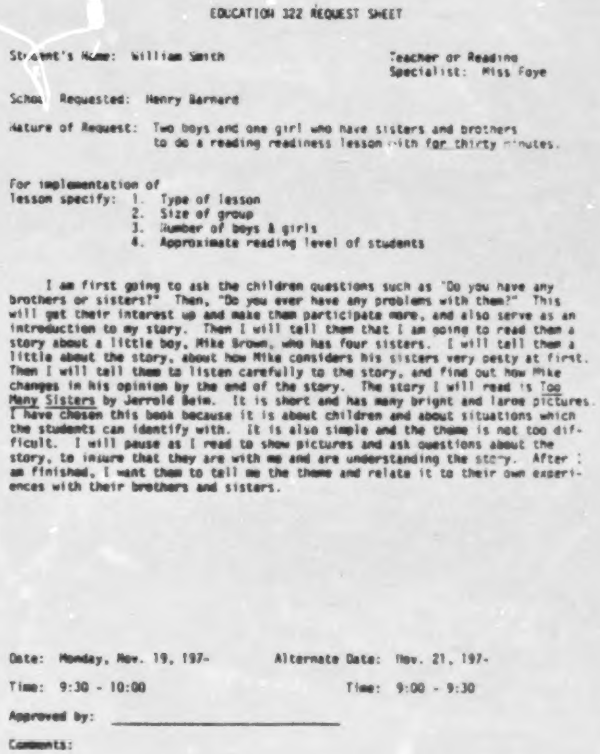
In order to determine how much time should be scheduled, the student should refer back to the module. If this information is not available in the module the student should use his best judgement.

c. Scheduling activities with participating faculty members

The form "Education 322 Request Sheet" should be used by students to schedule activities with the reading specialist, or classroom teachers. An example of how this form should be filled out is provided in Figure 9.

Figure 9

Sample Education 322 Request Sheet



EDUCATION 322 REQUEST SHEET

Student's Name: William Smith

Teacher or Reading
Specialist: Miss Foye

School Requested: Henry Barnard

Nature of Request: Two boys and one girl who have sisters and brothers
to do a reading readiness lesson with for thirty minutes.

For implementation of
lesson specify:
1. Type of lesson
2. Size of group
3. Number of boys & girls
4. Approximate reading level of students

I am first going to ask the children questions such as "Do you have any brothers or sisters?" Then, "Do you ever have any problems with them?" This will get their interest up and make them participate more, and also serve as an introduction to my story. Then I will tell them that I am going to read them a story about a little boy, Mike Brown, who has four sisters. I will tell them a little about the story, about how Mike considers his sisters very pesty at first. Then I will tell them to listen carefully to the story, and find out how Mike changes in his opinion by the end of the story. The story I will read is Too Many Sisters by Jerrold Beim. It is short and has many bright and large pictures. I have chosen this book because it is about children and about situations which the students can identify with. It is also simple and the theme is not too difficult. I will pause as I read to show pictures and ask questions about the story, to insure that they are with me and are understanding the story. After I am finished, I want them to tell me the theme and relate it to their own experiences with their brothers and sisters.

Date: Monday, Nov. 19, 197-
Alternate Date: Nov. 21, 197-

Time: 9:30 - 10:00
Time: 9:00 - 9:30

Approved by: ______________________

Comments:

2. Procedures for Scheduling Learning Activities

a. First determine which learning activities need to be scheduled ahead of time. It is important that these requests be made well in advance of the actual experience. Generally, seven to ten days of lead time are needed for scheduling a lesson.

b. Fill out the "Education 322 Request Sheet" and place it in the envelope on the faculty member's door marked Request Forms-In. (NOTE: This procedure would apply to the laboratory school only.)

or

Use the "Student-Instructor Scheduling Form" to schedule time with the instructor for small group sessions, individual conferences, or lesson observations.

or

Contact the reading resource teachers directly at the site schools to make appointments for experiences.

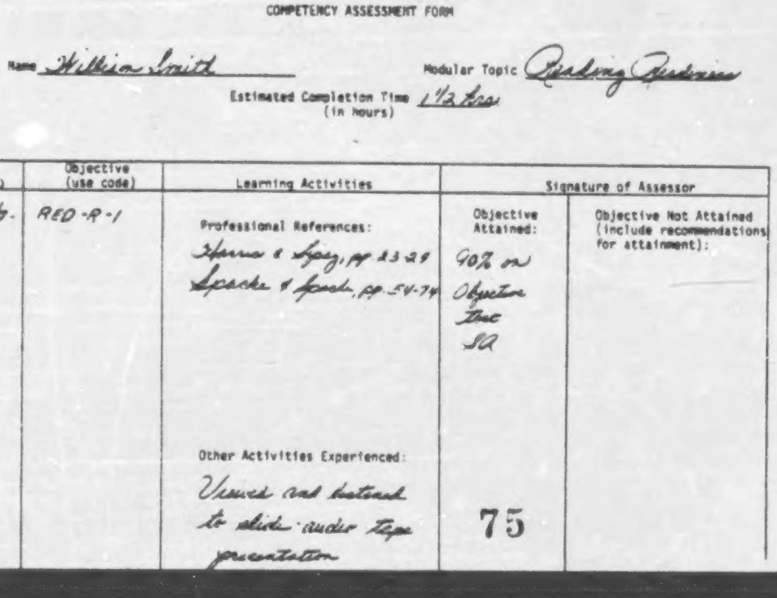
c. Confirm the request with the faculty member either through oral communication or by return of the "Education 322 Request Sheet" in the envelope marked Request Forms-Out.

3. Procedures for Assessment

Whenever a student wishes to demonstrate his competency on a stated objective he should submit a "Competency Assessment Form" to a participating faculty member. (See Figure 10)

Figure 10

Sample Competency Assessment Form



COMPETENCY ASSESSMENT FORM

Name William Smith

Modular Topic Reading Readiness

Estimated Completion Time (in hours) 1 1/2 hrs.

Date(s)	Objective (use code)	Learning Activities	Signature of Assessor	
			Objective Attained:	Objective Not Attained (include recommendations for attainment):
10/12/74.	RED-R-1	Professional References: Harris & Sipay, pp 23-29 Spache & Spache, pp. 54-74 Other Activities Experienced: Viewed and listened to slide-audio tape presentation	90% on Objective Test SQ	

a. When a student completes a paper, or submits a project as part of the procedure for postassessment, the "Competency Assessment Form" should be attached and placed in the envelope labeled Work-In found on the instructor's door. After examining the submitted material the instructor will credit the student with mastery of the objective and return the work to the student via the envelope found on the door labeled Work-Out.

b. The procedures for assessment of a teaching experience are slightly more involved. First, the student MUST have the lesson plan approved by a participating faculty member. Next, he should take the appropriate steps for scheduling the teaching experience at a site school. Once he has scheduled the lesson and arrived at the site school he should submit the "Competency Assessment Form" along with the appropriate lesson assessment form (e.g., Guide for Assessment of Language-Experience Activity) to the observing faculty member. Upon completion of the lesson the participating faculty member will return the completed "Guide" and "Assessment Form" to the student. The student will then submit both forms to the instructor by placing them in the envelope entitled Work-In.

c. "Competency Assessment Forms" also need to be attached to the written tests a student submits for scoring. All written tests, however, must first be obtained from the instructor or the Reading Center secretary. After completing the examination, the student should return the test and the "Competency Assessment Form" in person to the instructor or secretary. Under no circumstances should completed written examinations to be put in the Work-In envelope.

d. If a student wishes to demonstrate his knowledge in achieving an objective through a small group discussion, each member of the group should sign up for the discussion on the "Student-Instructor Scheduling Form." Generally, groups should be no larger than five students. Then, on the day of the discussion, each group member should bring a "Competency Assessment Form" with them. After the discussion has concluded, the form along with each participating student's discussion outline should be submitted to the instructor. Successful attainment of the objective will be based on the level of preparation for and participation in the discussion group as judged by the instructor.

e. Should a student fail to reach the necessary eighty percent criterion level on a written test or submits work which does not meet minimum course standards, the instructor will return the "Competency Assessment Form" to the student with his recommendations for further experiences that can lead to the attainment of the objective. When the student is ready to again attempt mastery of this objective, the same "Competency Assessment Form" should be resubmitted.

4. Class Chart

Each student's progress will be graphically displayed on the "Class Chart" located in the Reading Center (Horace Mann Hall). Students' names will be listed on one axis; the coded objectives on the other. As students successfully master the course objectives, the date of mastery will be entered in the appropriate cells. Students, therefore, are provided with a "birds-eye view" of their progress in the course.

MODULE A: AN INTRODUCTION TO COMPETENCY-BASED TEACHER EDUCATION

Prerequisites

None

Rationale

Students who will be participating in a competency-based program should have an understanding of the nature and characteristics of this approach to teacher education.

Preparticipation Assessment

The student will demonstrate mastery in this area by achieving a score of 80% or higher on a written test.

Objective

CBTE-R-1 The student will be able to identify and analyze the nature and characteristics of a competency-based teacher education program.

Learning Activities

A. Professional Literature

Read handout "Teacher Preparation at the Graduate Level" by Sam Dauzat.

B. Refer to "Definitions of Terms" found in the Introduction to the CBTE-Ed. 322 book.

C. Attend class lecture and discussion.

D. View slide - audio tape presentation entitled Competency-Based Teacher Education: An Overview by Wilford A. Weber.

Additional Activities:

Postassessment

The student will attain a score of 80% or higher on an objective test.

TASK SHEET FOR DISCUSSION OF CHARACTERISTICS OF TRADITIONAL TEACHER TRAINING PROGRAMS

DIRECTIONS:

Discuss the characteristics of traditional teacher education programs in relationship to the items listed below. Use your past experiences with method courses in education to develop your responses.

1. Explanation of course objectives.

2. Prerequisites or entrance requirements.

3. Course exit requirements.

4. Systems for:

    ----Grading

    ----Measurement of achievement

5. Instructional activities.

6. Utilization of student learning time.

7. Utilization of college faculty time.

VIEWING GUIDE FOR

COMPETENCY BASED TEACHER EDUCATION: AN OVERVIEW

by: Wilford A. Weber

Introduction
    What is competency based teacher education?

Criteria Used to Assess Competencies

knowledge criteria

performance criteria

product criteria

Traditional vs. Competency-Based Programs

emphasis

time and achievement

entrance and exit requirements

Specification of Objectives

instructional objectives

- --knowledge
- --performance
- --product

expressive objectives

The Instructional Module

- objectives
- pretest
- activities
- posttest

General Description of the Modular Approach

- self-pacing
- individualization, personalization, and independent study
- alternative means of instruction

Characteristics of the Modular Approach to Competency-Based Education

- lengths of modules
- types of activities
  1.
  2.
- self-pacing and alternate routes of instruction

interdisciplinary nature of the approach

-related objectives in single module

-related modules clustered as components

flexibility of the approach

sample case of John and others

efficient use of student time

field-centered curriculum

small group work, seminars and counseling

more efficient utilization of staff

use of new technology

systems analysis

Conclusions

MODULE #1: STATING BEHAVIORAL OBJECTIVES IN READING

Prerequisities

None

Rationale

According to Mager, several kinds of activity are necessary once an instructor has determined what he will teach.

> He must first decide upon the goals he intends to reach at the end of his course or program. He must then select procedures, content, and methods that are relevant to the objectives; cause the student to interact with appropriate subject matter in accordance with principles of learning; and, finally, measure or evaluate the student's performance according to the objectives or goals originally selected.

In order to perform in this way, teachers of reading must first learn how to develop properly stated behavioral objectives and then understand how they can be used in the preparation and implementation of a typical reading lesson.

Preparticipation Assessment

The student will attain an 80% level of proficiency on a pretest.

Objective

BEH-R-1 The student will be able to identify the elements of properly stated behavioral objectives and include these elements in the statement of a series of objectives.

Learning Activities

1. Professional Literature

   *Hernandez, Writing Behavioral Objectives: A Programmed Exercise for Beginners. (good source of information for elements of a behavioral objective).

   Lapp, The Use of Behavioral Objectives in Reading. (review of literature dealing with behavioral objectives).

   McAshan, 1970; Chapter 1 (rationale, general literature, and instructional dangers).

   Mager, 1962; Preparing Instructional Objectives (one of the best books available).

   *May, 1973; pp. 4-17 (good instruction).

   *Otto, et al.; 1974; pp. 101-108 (definition, elements, benefits, and limitations).

2. View Vimcet #1: Educational Objectives (a filmstrip-tape program) in Curriculum Center. Make sure you use the worksheet accompanying the program.

3. Attend lecture-workshop: "How to Write Behavioral Objectives in Reading".

Additional Activities:

Postassessment

The student will attain a score of 80% or higher on a test that requires the translation of vague goals or statements into specific behavioral objectives.

Objective

BEH-R-2 (BEH-R-1 is prerequisite) The student will be able to develop a formal lesson plan* based upon the statement of a behavioral objective in reading.

NOTE: This objective should be attained in conjunction with RED-R-4 in Module #4: Reading Readiness.

Learning Activities

1. Professional Literature

   *Wilson and Hall, Reading and the Elementary School Child, Chapter 11, "Planning Lessons."

2. See list of "Sourcebooks for Ideas."
3. Attend small group lesson plan workshop: "Preparing a Reading Readiness Lesson."

Additional Activities:

Postassessment

As a result of participating in a lesson plan writing workshop, the student will produce a plan for a fifteen-to thirty-minute reading readiness lesson that can be implemented with a small group of children.

---

* Refer to "Outline for a Lesson Plan" and "Sample Lesson Plan."

STATING BEHAVIORAL OBJECTIVES IN READING

CLASS EXERCISE

Underline the desired observable behavior in the objectives listed below.

---

1. Given five pictures representing events in a story the child has read, he will be able to put them in the right order with 100% accuracy.

2. The student will be able to circle those words which have a long a sound in them with 90% accuracy given the words, hat, hate, flap, fake, sack, mail, ran, rain, chase, chance.

3. The student will demonstrate interest in the book Where The Wild Things Are, by volitionally participating at least once in a small group discussion.

4. Given a list of statements, the student will be able to check with 70% accuracy those which John Link (an editor whose editorial they have just read) would probably agree with.

5. As a result of three hours of special instruction, the learner will be able to pronounce 19 out of 20 basic sight words when each of the twenty words is presented visually for no longer than one second.

6. The learner will demonstrate skill in speed reading by reading a passage at a rate of 2000 words per minute with comprehension of at least 80%.

Underline the criterion that will be used to identify a minimum level of acceptable performance in the objectives listed below:

---

1. The student will spontaneously select at least one library book and either appear to read it during the library period or check it out for possible later reading when given twenty minutes to do anything they want to do in the library.

2. Given written instructions on how to make a simple airplane out of folded paper, the student will be able to make one that flies, without help, exactly according to the instructions.

3. After reading a newspaper article, the student will be able to describe accurately in writing at least four of these five: who, what, when, where, and why.

4. Given a stimulus activity for writing poetry, the learner will demonstrate creativity in writing poems as judged by the teacher.

Evaluate the statements below in terms of meeting or not meeting the criterion established for behavioral objectives.

---

1. To use words responsibly.
2. To acquaint children with the best.
3. To participate in many independent reading activities.
4. To develop in the child the skill of using three principles in syllabifying words.
5. Student makes a diagram to demonstrate understanding that English is descended from an old German dialect.
6. Given a model sentence in writing and a list of twenty sentences, the learner will check at least 80% of those that have the same basic pattern as the model sentence.

Rewrite the objectives below so that they are stated in behavioral terms.

To make up headlines for newspaper articles read.

To instill in the child an interest in reading stories of a biographical nature.

To complete the story of "The Little Red Hen."

To locate needed books in the library by use of the card catalog.

OUTLINE FOR LESSON PLAN

Curriculum Area:
Lesson Topic:
Grade of Student(s):
Grade Level of Lesson:

I. Objective

State the objective in behavioral terms.

II. Materials

List textbooks, periodicals, visual aids, and teacher-made materials. Specify title, author, and source of commercial materials.

III. Preparation for Lesson

A. What is your reason for teaching this lesson?
   1. Why is it important for your students?
   2. Have you preassessed your students' needs in this area? (Optional)

B. Describe your students' prior preparation for this lesson.
   1. What was learned before this lesson was planned? (Optional)

IV. Procedures

A. Introduction or Motivation
What are you planning to do to "catch" the students' attention?

B. Development of Lesson
   1. Step by step
   2. Include Key questions and activities
   3. Summary
   How will you pull your lesson together at the end?

V. Evaluation of Lesson

A. Procedure for Evaluation
What will you do or use to determine whether your stated objectives have been met by each student?

B. Assessment of Pupils
This should be written after the lesson has been taught and should include an analysis of the strengths and weaknesses of each pupil's performance.

C. Self-Assessment
   1. What do you feel you gained from this lesson?
   2. How do you feel the students reacted to you?
   3. If you received feedback from a peer or an instructor, summarize their assessment of your lesson.

VI. Follow-up Activities (Optional)

Based on your analysis of this lesson, plan needed, additional learning activities.

VII. Professional References

SAMPLE LESSON PLAN

Curriculum Area: Readiness

Lesson Topic: Distinguishing Beginning Sounds and Understanding Sound Symbol Relationships

Grade of Students: 1

Grade Level of Lesson: 1

I. Objectives

The student will be able to distinguish among words that begin with the sounds of hard C, M, and S by being able to identify three pictures and sort them into the appropriate categories given the letter of the alphabet that represents these sounds.

II. Materials

1. The Noisy Book by Margaret Wise Brown, Harper & Row.
2. Concrete objects to manipulate
3. Pictures of common objects
4. Three boxes labeled with letters C, M, and S

III. Preparation for Lesson

A. The students have been identified as needing skill development in this area.

B. Prior to this lesson, the students were exposed to a variety of activities to help them descriminate the differences in sounds at the beginning of words.

IV. Procedures

A. Introduction or Motivation:

Read The Noisy Book and discuss listening aspects of story.

B. Development of Lesson:

(the lesson progresses from the concrete to the semi-abstract)

1. Introduce children to concrete objects, e.g., spoon, mitten, card, and discuss the beginning sound of each object.
2. Show children boxes that have picture and representative symbol attached for sounds hard C, M, and S.
3. Have children sort concrete objects into proper boxes according to initial consonant sounds.

4. Block out the picture clue.
5. Introduce children to cards that contain pictures of concrete objects, e.g. soldier, sailboat, etc.
6. Have children identify pictures on cards, determine the beginning sound of the object represented by the picture, and place the cards in the proper box represented by the letter symbol.

V. Evaluation of Lesson

Each student should be able to place three cards in the proper box.

VI. Follow-up Activities

1. Availability of materials to be used on a free choice basis.
2. Use of teacher prepared tapes that discuss initial sounds in words.

MODULE #2: NATURE OF THE READING PROCESS

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading

Rationale

Reading is a complex process that cannot be limited to one definition. It must be viewed as a multifaceted process, which in order to be defined properly, must be approached in a variety of ways.

One of the major problems in reading instruction is a definition of reading. Without a clear-cut concept of the nature of the reading act and the reading process it is almost impossible to plan the goals of instruction.

Preparticipation Assessment

Conference with instructor to determine student's previous competency in this area.

Objectives

PROC-R-1 The student will demonstrate an understanding of the multifaceted aspects of the reading process.

Learning Activities

1. Professional Literature
   Harris & Sipay, pp. 1-22 (not as thorough as Spache & Spache but nevertheless a good survey).

   Herr, pp. 130-133 (sequential development in reading).

   Dechant, 1970, pp. 15-36 (thorough discussion of sensory act and other aspects of reading process).

   *Otto, et al., pp. 5-26.

   *Spache & Spache, "Ways of Defining the Reading Process," pp. 3-45.

   Zintz, 1970; pp. 8-11 or 1975, pp.14-15 (the teaching of reading as a developmental process).
2. Attend lecture and discussion session on "Nature of the Reading Process." Schedule fifty minutes.
3. Listen to tape recording "Nature of the Reading Process," available in Curriculum Center.

Additional Activities:

Postassessment

The student will attain a score of 80% or higher on an objective test.

or

The student will review the literature and write a summary of three of the following aspects of the reading process in approximately three hundred words:

- sensory
- perceptual
- intellectual
- cultural-experiential
- skill development

or

The student will review the literature in order to prepare a 300 word reaction paper to the poen "To Read" by Murlee Hart.

or

The student will review the literature on three definitions of the reading process (select from list above), prepare a summary in outline form, and use this outline to participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member. Schedule approximately forty-five minutes. (This form of assessment can also be used as a learning activity.)

THE READING PROCESS: LISTENING GUIDE

1. In a short paragraph, write your definition of reading.

2. Why is it important to have an understanding of the reading process?

3. Characteristics of the Reading Process

    A. As a skill development process:

    B. As a visual act:

    C. As a thinking process:

D. As information processing:

E. As a perceptual act:

F. As an associative learning process:

4. Which definition(s) most closely coincides with your definition in Question 1. Why?

5. As a result of listening to this audio tape presentation, what questions have been raised that you would like answered?

TO READ

by

Murlee Hart

To state the printed symbol marching on
Across the page is not to read. To hold
The lips in phonic shape while forming each cold
Consonant in stolid tones makes wan
A dreary issue. Help him see and smell
And touch and taste and feel the pulsing page
Till heart and mind and body all engage
In each related tale; till he can tell
How pictured Susan saw the raindrops trickle
From the jeweled leaves, stated her nose
With Springtime's damp perfume and pushed her toes
Into exquisite ooze with squishy tickle.
When he becomes a part of every deed
The printed page narrates, this is to read.

MODULE #3: ASSESSING PERFORMANCE IN READING

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process

Rationale

School systems need to be concerned with assessment or evaluation in order to arrive at judgements about the degree to which the objectives of the reading program are being achieved. Concurrently, classroom teachers must have expertise in assessing students' reading performance to implement a personalized diagnostic teaching program that involves continuous group and individual assessment in order to determine each child's level and pattern of progress and to guide planning for continued instruction.

Preparticipation Assessment

Conference with instructor to determine student's competency in this area.

Objective

EVAL-R-1 The student will be able to understand the meaning of the following terms as they apply to standardized tests in reading:

- standardization
- objectivity
- raw score
- test norms
- grade equivalent score
- age equivalent score
- percentile equivalent
- stanines
- validity
- reliability

Learning Activities

1. Professional Literature
   (complete this activity first)

   *Farr and Anastasiow, pp. 3-4 (definitions).

   Karlin, 1971; pp. 39-44 (introduction to standardized tests) or 1975, pp. 51-55,62.

   *Massad, E.E., "Interpreting and Using Test Norms," pp. 286-292 (definitions of terms used with standardized tests).

2. Read the test administrator's manual for the reading survey test identified by the instructor. Copies of this manual are available in the Adams Library and the Curriculum Center. Note how some of the terms you have learned are presented in the manual.

3. Discussion with instructor to clarify definition of terms.

4. Listen to audio tape "An Introduction to Assessing Performance in Reading" (Side A). Refer to listening guide for outline of content.

Additional Activities:

Postassessment

The student will pass an objective test at an 80% level of proficiency.

or

The student will demonstrate his knowledge of the terms by using the test administrator's manual identified by the instructor to explain how each term is used in an individual conference with the instructor (schedule fifteen minutes.)

Objective

EVAL-R-2 The student will be able to score and interpret a standardized survey test in reading. (EVAL-R-1 is prerequisite.)

Learning Activities

1. Professional Literature

   *Karlin 1971; p. 44 (definition of survey test) or 1975,p.55.

2. Listen to audio tape "An Introduction to Assessing Performance in Reading" (Side A). Refer to listening guide for outline of content.

3. Follow steps listed on task sheet "An Introduction to Standardized Tests in Reading, Task Sheet A: Interpreting a Survey Test" for packet entitled "Example of a Reading Survey Test" in the Curriculum Center.

4. Conference with instructor.

Additional Activities:

Postassessment

The student will prepare a written report of their responses to each item on the task sheet.

or

The student will participate in a group discussion with the instructor, responding to the items on the task sheet at a satisfactory level of performance as determined by a faculty meeting. (Each student should have prepared written responses to be used in the discussion. Schedule thirty minutes.)

Objective

EVAL-R-3 The student will understand the characteristics, differences, similarities, advantages, and disadvantages of survey, diagnostic, and achievement tests in reading.
(EVAL-R-2 is prerequisite or corequisite to EVAL-R-3)

Learning Activities

1. Professional Literature

   *Karlin, 1971; pp. 44-48 (types of standardized reading tests), pp. 48-51 (problems in using standardized tests) or 1975, p. 55-57,64-66.

   *Karlin, 1972; pp. 91-94 (proper uses and limitations),

   *Ruddell, 1974; p. 526 (cites six cautions).

   Strang, 1969; pp. 139-143 (uses and misuse).

2. Follow steps listed on task sheet "An Introduction to Standardized Tests in Reading, Task Sheet B: Reviewing Addtitional Tests in Reading" for packet entitled "Sample Copies of Reading Tests" in the Curriculum Center.

3. Conference with instructor.

Additional Activities:

-

Postassessment

The student will pass an objective test at an 80% level of proficiency.

or

The student will participate in a group discussion with the instructor, responding to the items on the task sheet at a satisfactory level of performance as determined by a faculty member. (Schedule thirty minutes.)

Objective

EVAL-R-4 The student will be able to administer and score an informal reading inventory (IRI), determing a student's independent, instructional, and frustration levels.

NOTE: If you don't have a cassette tape recorder, make arrangements to borrow one.
(Previous objectives are prerequisite.)

Learning Activities

1. Professional Literature

   Karlin, 1971; pp. 51-53 (basics) or 1975, pp. 66-69.

   *McCracken in Karlin, 1973; pp. 93-109 (good introduction to IRI).

   May, F.B. pp. 117-123, 125 (discusses the basics).

   *Silvaroli, 1973; Classroom Reading Inventory pp. vii-xiv (discusses administration of IRI).
   Note: You will need to check out a copy of this material from the Curriculum Center in order to administer an IRI to a child.

   Silvaroli and Wheelock, 1975: pp. 66-72 (What is an IRI?)
   pp. 72-94 (How to Administer and Score an IRI).

2. Listen to audio tape "An Introduction to Assessing Performance in Reading" (Side B). Refer to listening guide for outline of content.

3. Score and interpret an IRI simulation (Silvaroli - Form A) on cassette tape in the Curriculum Center. Compare your results with the answer key provided in the packet.

4. Refer to handouts that will be distributed:

   - Levels of Reading
   - Oral Reading Evaluation Code
   - Inventory Record Sheets for Silvaroli

5. View video tape "Administration of an IRI." The demonstration on this tape shows the setting and procedures needed to administer an IRI.

6. Experiences with children

   - Make arrangements with a third-, fourth-, fifth-, or sixth-grade teacher.
   - Select a quiet place.
   - Make sure your tape recorder is recording properly.
   - Administer Parts 1 and 2 of Classroom Reading Inventory.

Additional Activities:

Postassessment

The student will administer an IRI and determine a pupil's independent, instructional and frustration levels. The student will then share his results with the college instructor. (Schedule ten minutes.)

- Submit copy of "Inventory Record" form to the instructor at least one day prior to the conference.
- Bring your cassette tape and a tape recorder to the conference.
- Share results with the classroom teacher or reading teacher.

Objective

EVAL-Opt-1 The student will use a set of leveled materials to prepare a teacher-made informal reading inventory.

Learning Activities

1. Professional Literature

   *Anderson, G.S., pp. 9-10 (Lists steps for developing an IRI).

   *Valmont, W.J., The Reading Teacher, "Creating Questions for Informal Reading Inventories" pp. 509-512.

2. Examine set(s) of leveled materials needed to develop your IRI. See instructor for suggestions.

3. Develop an IRI similar in format to the Classroom Reading Inventory by Silvaroli.

   a. Indicate the source(s) used for the word lists.
   b. Footnote the source of each paragraph.

Additional Activities:

Postassessment

The student will prepare an IRI that meets with the approval of the instructor.

Objective

EVAL-Opt-2 The student will administer a teacher-made IRI to two pupils and use the results of these administrations to evaluate the structure and content of this test.

Learning Activities

Refer to Objectives EVAL-R-4 and EVAL-Opt-1

Additional Activities:

Postassessment

The student will prepare a written or oral critique of their IRI by answering the following types of questions:

- Do you feel that your IRI provided you with a valid measure of a student's independent, instructional, and frustration levels?
- Are the paragraphs used in your IRI representative of the reading levels tested for?
- Are there any questions that should be revised, added, or deleted?
- Can you suggest any other revisions in your IRI that would make it a more useful and valid instrument?

AN INTRODUCTION TO ASSESSING PERFORMANCE IN READING: LISTENING GUIDE

SIDE A (thirty minutes)

I. Introduction

II. What is Personalized Diagnostic Teaching?

III. Sources of Assessment for Personalized Diagnostic Teaching

A. Cumulative Record Folders

B. Scores from Standardized Reading Tests

1. Characteristics of Standardized Reading Tests

   a. types

   b. norms

   c. reading grade scores, reading age scores and percentiles

      3.7
      10-3
      89

   d. validity and reliability

2. Proper Uses

	John	Mary
Word meaning	3.2	4.8
Comprehension	4.8	3.2

3. Shortcomings

SIDE B (thirty minutes)

C. The Informal Reading Inventory (IRI)

1. Definition

2. Some Advantages

3. Reasons for Administering an IRI

4. "Levels of Reading"
   (refer to handout)

5. How to Administer an IRI
   Refer to "Oral Reading Evaluation Code"

AN INTRODUCTION TO STANDARDIZED TESTS IN READING

TASK SHEET A: INTERPRETING A SURVEY TEST

DIRECTIONS: Refer to the packet entitled "Example of a Reading Survey Test" in order to complete the tasks listed below.

1. Examine the test administrator's manual that accompanies the test.
2. Read through the items of the test as if you were taking the test.
3. Describe the construction of the subtests used to measure achievement in vocabulary and comprehension.
4. Score the test with the answer key that is provided. Determine what types of usable scores the raw scores can be converted to, e.g., grade equivalents, stanines, percentiles, etc.
   This information, is usually provided in the test administrator's manual.
5. Find the average grade equivalent score by adding the vocabulary and comprehension subtest scores and dividing by two.
6. Summarize the student's performance on this test in a brief paragraph. Base your summary on the individual and average grade equivalent subtest scores.
7. Discuss the validity of the following statement in a few paragraphs:

> "All of the items in the test just examined are appropriate for students coming from different cultural-environmental backgrounds."

Refer to specific test items and information provided in the manual to support your conclusion.

AN INTRODUCTION TO STANDARDIZED TEST IN READING

TASK SHEET B: REVIEWING ADDITIONAL TESTS IN READING

DIRECTIONS: Refer to the packet entitled "Sample Copies of Reading Tests" in order to complete the tasks listed below. Read the professional literature before completing this task sheet.

1. Examine other examples of survey-achievement tests in reading. How are they similar and/or different to the test reviewed in Part A in regard to:
    a. types of subtests
    b. construction of subtests
2. Examine the collection of *diagnostic* reading tests. Refer to the test construction and information from the professional literature in order to develop a definition of this type of test.
3. Examine the collection of *achievement batteries* and develop a definition for this type of test.
4. Discuss four advantages and four limitations of standardized *survey* tests in reading. Refer to information provided in task sheets A & B and the professional literature.

MODULE #4: READING READINESS

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading

Rationale

According to Tinker, reading readiness can be thought of as "the means of attainment of the level of development that makes it possible for a child to learn to read in regular classroom instruction." Readiness should also be thought of as a continuing process that requires appraisal not only at the start of a child's formal schooling or at the beginning of each school year but also before each reading lesson or unit.

Because reading readiness is an integral part of the reading process, it is important for teachers to know how to provide children with the foundational skills needed to experience success in reading.

Preparticipation Assessment

Conference with instructor to determine prior preparation in this area.

Objective

RED-R-1 The student will demonstrate an understanding of factors related to reading readiness:

- intellectual development
- chronological age
- language development
- perceptual development (auditory and visual discrimination)
- physical functioning
- socio-cultural factors
- emotional development
- past experiences and informational background

Learning Activities

1. Professional Literature

*Durkin, D., "Reading Readiness," The Reading Teacher, 1970 pp. 528-534,564. (good introduction to concept of reading readiness.)

Harris and Sipay, pp. 23-34. (chronological age, sex differences, intellectual factors, visual and auditory skills, relevant knowledge, language development, physical development, emotional and social maturity.)

Hirst, W.E., The Reading Teacher, "Entrance Age - A Predictor Variable for Academic Success?" pp. 547-554.

*Otto, et al., "Prerequisites to Reading," pp. 73-86.

*Spache and Spache, 1973; "Readiness and Reading for Young Children," pp. 48-78 (preschool and kindergarten reading, entrance age, physical development, vision, visual perception, intelligence, language facility, auditory factors, preschool learning, emotional adjustment, vision tests.)

2. Attend lecture on reading readiness (schedule one hour).

Additional Activities:

Postassessement

The student will attain a score of 80% or higher on an objective test.

or

The student will read the literature on five factors related to reading readiness, summarize the literature in outline form, and use this outline to participate in a small group discussion at a satisfactory level of performance as determined by an observing faculty member.

or

The student will achieve an 80% score on a short essay test that is based on information presented in the professional literature.

Objective

RED-R-2 The student will understand the purpose, structure, advantages, and disadvantages of standardized reading readiness tests.

Learning Activities

1. Professional Literature

Farr and Anastasiow, Tests of Reading Readiness and Achievement, pp. 11-13. (description and evaluation of a typical standardized reading readiness test.)

*Harris and Sipay, "Use of Reading Readiness Tests," pp. 37-44.

*Rude, R.T., The Reading Teacher, "Readiness Tests: Implications for Early Childhood Education," pp.572-580. (a description of a variety of popular reading readiness tests along with an analysis of the abilities measured.)

Spache and Spache, "Readiness Tests," pp. 78-82.

Zintz, 1975; pp. 183-187.

2. Completion of items on "Task Sheet: Readiness Tests." Refer to packet "Sample Readiness Tests" in the Curriculum Center.

Additional Activities:

Postassessment

The student will attain a score of 80% or higher on an objective test.

or

The student will participate in a group discussion and will perform at a satisfactory level of performance as determined by an observing faculty member (schedule approximately thirty minutes.)

or

The student will achieve an 80% or higher score on a short essay test based on the items on the task sheet.

Objective

RED-R-3 The student will understand the purpose, structure, advantages, and disadvantages of commercially prepared readiness workbooks.

Learning Activities

1. Professional Literature

   Sartain, H., "Readiness in the Language Arts, pp. 29-31 (criticism of reading readiness workbooks.)

   Spache & Spache, 1973; pp. 90-91.

   Zintz, 1970; pp. 237-242 or 1975, pp. 97-99.

2. Completion of items on "Task Sheet: Readiness Workbooks." Refer to packet "Sample Readiness Workbooks" in the Curriculum Center.

Additional Activities:

Postassessment

The student will achieve an 80% or higher score on a short essay examination based on the task sheet.

or

The student will participate in a group discussion and will perform at a satisfactory level of performance as determined by an observing faculty member (schedule approximately thirty minutes.)

or

The student will prepare a written summary of the items on the task sheet for the learning packet entitled "Sample Readiness Workbooks" which is available in the Curriculum Center. (NOTE: This objective can be attained in groups of three to five students, however, separate papers should be submitted.

Objective

RED-R-4 The student will be able to demonstrate the teaching of a reading readiness skill to a small group of children.

Learning Activities

1. Professional Literature

   See "Sourcebooks for Ideas" bibliography. The following references should be especially helpful:

   - Wisconsin Design for Reading Skill Development, Teachers Resource File - Word Attack, Level A
   - Wisconsin Design for Reading Skill Development, Teachers Resource File- Comprehension, Level A
   - Brake, R. Developing Prereading Skills (a receipe box of teaching ideas.)

2. View one or more video tapes individually or in groups and react to the questions on the accompanying viewing guides (video tapes are available in the Curriculum Center.)

   Video Tape Titles

   Reading Readiness: Auditory Discrimination
   Reading Readiness: Phoneme-Grapheme Relationships

3. Observe demonstration lesson at a site school.

4. Attend lesson plan writing workshop (mandatory.) This workshop should be used to attain Objective BEH-R-2. The form entitled "Assessment Guide for Observing a Lesson" should be used.

5. Practice implementation of lesson(s) with children.

Additional Activities:

Postassessment

The student will implement a readiness lesson with a small group of children at a satisfactory level of performance as determined by an observing faculty member.

Objective

RED-Opt-1 The student will administer, score, and interpret a standardized readiness test to a kindergarten or first-grade student. (Materials available from professor.)

Learning Activities

1. Read the test administrator's manual for the appropriate readiness test.
2. Administer the test of your choice to a kindergarten or first-grade student.
3. Using the appropriate test administrator's manual, score and interpret the test results.

Additional Activities:

Postassessment

The student will be able to describe and interpret to a participating faculty member, the readiness test results (schedule thirty minutes.)

and

The student will share the scored test and results with the cooperating reading specialist or classroom teacher.

TASK SHEET: READINESS TESTS*

1. Examine the readiness tests and describe their general construction in terms of:
    - a. The test formats
    - b. The number and types of specific subtests

2. By refering to the subtests, develop a list of skills and abilities, by test, that the tests claim to measure.

3. In your opinion, which of these skills appear to be more related to your definition of "reading?" Why?

4. Choose one readiness test and manual and critically examine the specific items in each subtest. Briefly describe your reactions to the items.

5. Discuss how readiness tests can best be utilized in the classroom.

6. Describe other ways in which readiness for reading can be measured.

* The student will need the packet entitled "Sample Readiness Tests" to complete this task sheet.

TASK SHEET: READINESS WORKBOOKS*

1. Examine the readiness workbook provided in the packet and compile a list of skills, by workbooks, that purport to be taught.

2. Read through the workbook (and manual if it is available) and discuss the sequential nature of the skills.

3. Compare the two workbooks in relation to a) format, b) skills taught, and c) interest to children.

4. Describe how you might go about selecting a readiness workbook and then describe how you would use it.

* The student will need the packet entitled "Sample Readiness Workbooks" to complete this task sheet.

READING READINESS--AUDITORY DISCRIMINATION: VIEWING GUIDE

Curriculum Area: Reading
Lesson Topic: Reading Readiness - Auditory Discrimination
Grade of Students: Kindergarten
Grade Level of Lesson: Kindergarten

Introduction: Auditory discrimination is one of the most important reading readiness skills a child should master. Until he can discriminate between sounds he will be unable to profit from any kind of phonic instruction and, hence, may develop poor word attack (word recognition) skills. This lesson focuses on the development of basic auditory discrimination with a group of kindergarteners midway through the school year.

I Objective

Given a familiar word pronounced by the teacher, the child indicates which of three other words begins with the same initial consonant sound eighty percent of the time.

II Materials

Puppet and pictures of objects to be used to illustrate initial consonant sounds.

III Preparation for Lesson

A. Reason for Lesson
   1. To develop prerequisite skills necessary for phonic blending.
   2. No preassessment other than conference with teacher to determine instructional level of students.

B. Students prior preparation for lesson
   1. General large group classroom instruction.

IV Procedures

A. Introduction or Motivation

A hand puppet will be used to make the students feel comfortable and direct their attention toward the lesson.

B. Development of the lesson
   1. Use of puppet to gain attention of pupils.
   2. The instructor will place a stimulus picture on the chart. Then three additional pictures will be placed next to the stimulus word. The students will be asked to pronounce and listen for the first sound they hear in each of the words. They should be able to match the pictures of the two words which begin with the same initial consonant sound.

3. Demonstration of task by instructor
   a. soap - girl, six, nose

   Lesson
   a. Camera - gate, zoo, cake
   b. Rabbit - radio, zipper, window
   c. Hand - key, ladder, hammer
   d. Door - pencil, doll, tent
   e. Bed - box, telephone, pipe
   f. Foot - monkey, peanuts, fork

Summary of lesson

Each student will be asked to match a new picture which begins with one of the initial consonant sounds with one of the original stimuli. Test words; saw, car, rain, nose, dinosaur, boots and five.

V Evaluation of the Lesson

A. How would you rate the rapport between the teacher and the pupils?

B. What technique was used to determine if students were able to meet the objective of the lesson?

C. Which of the pupils in the lesson do you feel reached the specified objective?

D. Did any of the pupils in the lesson fail to reach the objective? Why?

VI Follow-up Activities

On the basis of your observation of this lesson what additional learning activities would you prescribe for these students?

READING READINESS - PHONEME/GRAPHEME CORRESPONDENCE: VIEWING GUIDE

Curriculum Area: Reading

Lesson Topic: Reading Readiness - Phoneme / Grapheme Correspondence

Grade of Students: Kindergarten

Grade Level of Lesson: Kindergarten

Introduction: After a child is able to auditorally discriminate between similar sounds and usually discriminate between letters he is ready to match the sounds of the language with their corresponding visual counterpart. This is commonly referred to as phoneme-grapheme correspondence. This lesson attempts to teach a group of kindergarteners this important skill.

I. Objective

Given a real word pronounced by the teacher, the child correctly identifies 80% of the time the letter that stands for the initial sound.

II. Materials

Picture cards, chalk, chalkboard

III. Preparation for Lesson

A. Reason for lesson

1. To develop the concept that specific sounds may be represented by letters of the alphabet.

2. Grouping has been done on the basis of teacher judgement.

B. Students prior preparation for lesson

1. General large group classroom instruction.

IV. Procedures

A. Introduction or Motivation

A small group discussion will be used to make the students feel comfortable and direct their attention toward the lesson.

B. Development of the lesson

1. Use of discussion to gain attention of pupils.

2. Lesson

Words will be printed on the board when the student names the picture on the card. The initial consonant in each word will be underlined. Students will be led to generalize the sound-letter relationship. Words to be used include:

A. Bird, bicycle, bell, bed
B. Foot, fence, fish, finger
C. Hat, house, horse, helicopter

3. Summary of Lesson

The picture cards will be shuffled and each child will be asked to place two picture cards under the appropriate letter and picture.

V. Evaluation of the Lesson

A. How would you rate the rapport between the teacher and the pupils?

B. What technique was used to determine if students were able to meet the objective of the lesson?

C. Which of the pupils in the lesson do you feel reached the specified objective?

D. Did any of the pupils in the lesson fail to reach the objective? Why?

4.14

ASSESSMENT GUIDE FOR OBSERVING A LESSON

Skill Area: _____reading readiness
(check one) _____word identification
_____comprehension
_____study skills
other:___________

Student ______________________________ Date ____________

Directions: The assessor should use this form as a guide for evaluating a student's implementation of a lesson. The student's lesson plan should be attached to this form.

PART I. OBJECTIVE (check one)

The specific objective listed as a pupil outcome was:

vague, unattainable	1	2	3	4	5	6	7	attainable, measurable, and clearly worded

COMMENTS:

PART II. MATERIALS

The illustrative or reference material(s) used was (were) __________ for the lesson and the children.

inappropriate	1	2	3	4	5	6	7	highly appropriate

COMMENTS:

PART III. PROCEDURES

A. Motivation

The initial activity presented to the children:

failed to arouse interest in the lesson	1	2	3	4	5	6	7	helped to arouse a high level of interest in the lesson

COMMENTS:

B. Development of Lesson

The sequence of steps that led to the attainment of the objective were:

poorly planned, disorganized	1	2	3	4	5	6	7	very logical, purposeful, and systematic

COMMENTS:

C. Summary

The summary of the lesson at the end:

failed to pull the lesson together	1	2	3	4	5	6	7	helped to bring the lesson to a successful climax

COMMENTS:

PART IV. EVALUATION OF CHILDREN

The technique or device used to assess each student's success or failure in relation to the stated objective was:

inappropriate to the stated objective	1	2	3	4	5	6	7	appropriate to the stated objective

COMMENTS:

PART V. GENERAL AREAS OF ASSESSMENT

A. The planning and implementation of the lesson demonstrated:

a lack of originality and resourcefulness	1	2	3	4	5	6	7	a high degree of originality and resourcefulness

COMMENTS:

B. The student's relationship and interaction with the children was:

ineffective	1	2	3	4	5	6	7	highly conducive to learning

COMMENTS:

Overall, I would rate this lesson as (check one):

___	___	___	___	___	___	___
1	2	3	4	5	6	7
not passing		marginal passing	average		above average	

NOTE: Lessons rated as less than a 3 overall, should be rescheduled. Refer to Parts I-V for detailed explanation.

COMMENTS:

Assessed by ______________________________ Date ____________

MODULE #5: WORD IDENTIFICATION

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness

Rationale

Critics and authorities of reading instruction agree upon at least one point -- word identification techniques must be taught as tools to aid children in attacking unfamiliar words. Teachers must therefore, fully attain the competencies required for teaching children to analyze and recognize printed words and phrases that are new to them.

Preparticipation Assessment

Conference with instructor to determine students' previous competency in this area.

Objective

WRD-R-1 The student will demonstrate an understanding of techniques used to teach word identification.

- -picture clues
- -sight words
- -phonics
- -structural analysis
- -context clues

Learning Activities

1. Professional Literature

   *Dallman et al., pp. 107-125 (historical perspective, sight method, context clues, phonics, word structure).

   *Smith, N.B., 1963; Chapter 8 (thorough and very informative).

   Spache and Spache, Chapter 12 (phonics, structural analysis, contextual analysis), pp. 512-523 (building sight vocabulary).

   *Tinker & McCullough, 1975; pp. 164-171 (sight words, picture clues), pp. 176-195 (phonetic analysis, structural analysis,sequence for teaching word analysis, value of phonics), pp. 144-145,171-175 (use of context clues).

   Wilson and Hall, 1974; pp. 57-67, Programmed Word Attack for Teachers, (context clues).

   Zintz, 1970; 138-168 (survey of word identification techniques) or 1975, pp. 228-267.

2. Attend lecture or listen to audio tape "An Introduction to Word Identification Techniques." (Schedule approximately one hour).

3. Refer to handout "Steps in Teaching Phonics." (Reading Center)

4. Refer to handout "Context Clues." (Reading Center)

Additional Activities:

Postassessment

The student will attain a score of at least 80% on an objective quiz.

Objective

WRD-R-2 The student will demonstrate an understanding of terms used in the English language phonic system.

- -phoneme
- -morpheme
- -grapheme
- -phonogram
- -consonant letter
- -vowel letter
- -consonant digraph
- -vowel digraph
- -consonant blend
- -vowel diphthong

Learning Activities

1. Professional Literature

   *May, pp. 25-40 (definition of terms).

   *Wilson and Hall, 1974; pp. 1-33 Programmed Word Attack for Teachers.

2. Take the Phonics Test for Teachers by Dolores Durkin, (Copies of this test and an accompanying answer key are available in the Reading Center.
   Upon completing this test, it is suggested that you discuss your answers with other students in the class. Then, compare your responses with the answer key.

Additional Activities:

Postassessment

The student will attain a score of at least 80% on an objective test.

Objective

WRD-R-3 The student will be able to review commercial materials used for developing word identification skills.

- -workbooks
- -kits
- -tapes

Learning Activities

1. Professional Literature

   Sartain in Karlin, 1973; pp. 218-222 (standards for selecting materials to teach reading vocabulary and word-attack skills).

2. Read items on "Form for Reviewing Instructional Materials in Reading."

3. Read accompanying teacher's manual for material that is reviewed (required).

NOTE: The location of materials available for review will be announced by the instructor in class.

Additional Activities:

Postassessment

The student will use the "Form for Reviewing Instructional Materials in Reading" to review a commercial matter that is used to teach word identification skills.

Objective

WRD-R-4 The student will demonstrate the teaching of a word identification skill to a small group of children.

Learning Activities

1. Professional Literature

   Cushenbery, pp. 69-70 (an outline of the sequential development of word attack skills throughout the grades).

   *Dallmann, pp. 133-155 (specific suggestions for classroom practice in developing skill in word recognition are presented).

   Heilman, 1968; Chapter 2 (auditory-visual discrimination and association of consonant letter sounds). Chapter 3 (vowel sounds), Chapter 4 (word structure).

   May, pp. 33-66 (methods of teaching phonics analysis).

   Spache and Spache, pp. 470-481 (how we ought to teach phonics).

2. Refer to "List of Word Identification Skills" on p. 5.15.

3. See list of "Sourcebooks for Ideas".
   The following sourcebooks should be especially helpful:

   - Burmeister, Words from Print to Meaning

     Herr, Chapter 9 (context and picture clues), Chapter 33 (phonics), Chapter 35 (prefixes, Chapter 44 (suffixes), Chapter 45 (syllabication).

     Mallett, Reading Skills Activity Cards
     II. Phonetic Analysis, III. Structural Analysis

     Platt, SPICE

     Wisconsin Design: Teacher's Resource File- Word Attack, Levels B-D

     Wisconsin Design: Teacher's Resource File- Comprehension, Levels D-G (context clues)

4. View demonstration on video tape, entitled "Word Identification - Voiced and Silent "th".

5. Prepare lesson plan for review by faculty member. Refer to "Outline for a Lesson Plan" when designing your lesson plan. Submit plan at least one day prior to meeting with faculty member. (Schedule fifteen minutes).

Additional Activities:

Postassessment

The student will teach a word identification skill to a group of children at a level of proficiency deemed satisfactory by an observing faculty member.

or

Two students will jointly prepare a lesson that demonstrates the teaching of a specific word identification skill. Each student will then use the video tape to implement their lesson with a different group of children. Both students will review and critique their performance according to the "Assessment Guide for Teaching Objectives" and share their reactions with a faculty member. (Schedule one hour with faculty member)

Objective

WRD-Opt-1	The student will develop one lesson plan that demonstrates the teaching of a word identification skill (other than the one demonstrated in WRD-R-4).

Learning Activities

Refer to Learning Activities for WRD-R-4.

Postassessment

The student will develop a lesson plan that demonstrates the teaching of a skill in one of the following areas of word identification:

-phonics
-structural analysis
-context clues

Objective

WRD-Opt-2	The student will demonstrate an understanding of the developmental nature of instruction in phonic and structural analysis skills by administering and interpreting a diagnostic test of word attack skills.

Learning Activities

Practice with children.

Postassessment

The student will administer a diagnostic test of word attack skills to one pupil who is in the upper-elementary grades and is reading below grade level as determined by the classroom teacher. Copies of these tests are available in the Reading Center.

The student will then prepare, a brief summary of a pupil's performance on this test, indicating his strengths and weaknesses as determined by the test results.
NOTE: Share the results of this test with the pupil's classroom teacher or reading resource teacher.

Objective

WRD-Opt-3 The student will prepare a teacher-made material that can be used in a lesson for teaching a specific word identification skill (other than the one demonstrated in WRD-R-4).

Learning Activities

Refer to "Professional Literature" and "Sourcebooks for Ideas" listed for Objective WRD-R-4.

Postassessment

The student will prepare a teacher-made material for teaching a specific word identification skill. The student would also prepare a brief paper that includes:

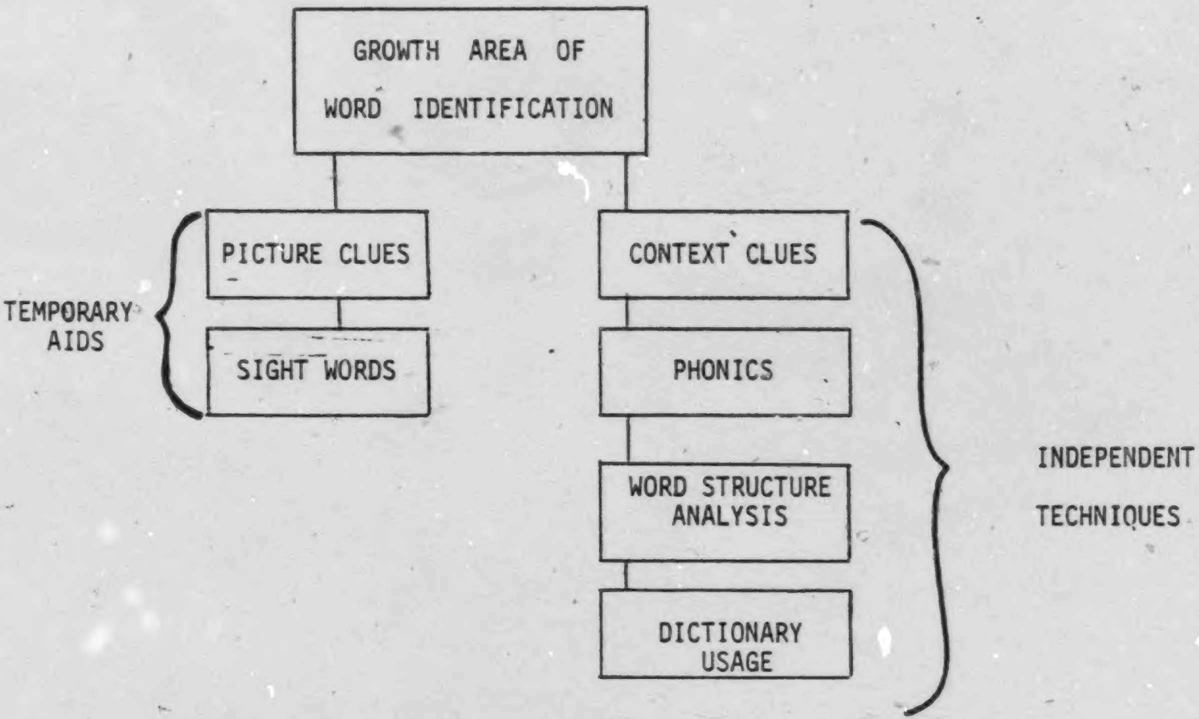
- The purpose(s) of the material (indicate age and/or grade level of children it should be used with).
- A sketch & description of the material.
- Recommended procedures for using this material.
- Criteria for evaluating a student's performance.

LISTENING GUIDE: AN INTRODUCTION TO WORD IDENTIFICATION TECHNIQUES

I. Introduction

A. An Eclectic Approach to Teaching Word Identification

B. The Techniques


GROWTH AREA OF WORD IDENTIFICATION
PICTURE CLUES
SIGHT WORDS
TEMPORARY AIDS
CONTEXT CLUES
PHONICS
WORD STRUCTURE ANALYSIS
DICTIONARY USAGE
INDEPENDENT TECHNIQUES

II. Use of Picture Clues

A. Appropriateness

- com' bine

B. Use of Pictured Vocabulary Cards

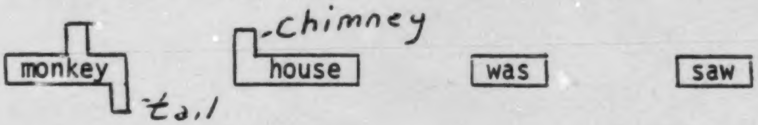
III. Sight Words

A. Definition

B. Value
Refer to handout "Dolch List" available in Reading Center

C. Types of Clues

1. Word form or configuration clues


monkey
tail
chimney
house
was
saw

2. Letter details

Examples

baby

stop

D. A Caution

E. Self-Help References

IV. Use of Context Clues

A. Definition

B. Types of Context Clues

1. Synonym or Definition

e.g. An ecologist, a scientist who specializes in the relationship between living things and their environment, is likely to have authoritative opinions on the problem of pollution vs. man's survival.

2. Comparison or Contrast

e.g. A thick, rare piece of steak with scrambled eggs and black coffee makes a masculine breakfast that puts to shame epicene toast and tea.

3. Details in Combination

e.g. The huge waves tossed the craft as though it was a toy. The hurricane winds tore through the sails and smashed the ropes. Jagged rocks ripped open its bottom. The vessel's doom was sealed.

4. Meaning by Inference

e.g. The deep-sea diver used a special search-light to help him see in the murky waters.

C. Limitations

V. The Phonic Approach

A. Purpose

B. Some Terms

1. Phoneme

2. Grapheme

Phoneme	Grapheme	Sample Words
/ā/	a	name
	ai	maid
	ay	pay

3. Phoneme-Grapheme Relationship

4. Morpheme

it, cat, pre

C. When Should Phonics Be Taught?

D. Functional Phonics
(See N.B. Smith Reading Instruction for Today's Children, p. 205 - 211 for specific examples).

E. Strengths & Weaknesses of This Approach

VI. Word Structure Analysis

A. Purpose

B. Structural & Phonetic Analysis

under/stand - ing

root

C. Little Words in Big Words

1. "at" in "hat"

vs.

"fat" and "her" in "father"

2. "soon" in "monsoon"

"motor" in "locomotor"

LIST OF WORD IDENTIFICATION SKILLS

1. Consonant Sounds
    a. Initial, final & medial consonants
    b. Consonant digraphs (sh, wh, th, ch, etc.)
    c. Consonant blends (br, cl, str, etc.)
    d. Consonant digraphs (th, ch, ng, etc.)
    e. Silent consonants
2. Vowel Sounds
    a. Short vowel sounds
    b. Long vowel sounds
    c. Vowel digraphs (ie,ea, ee, etc.)
    d. Vowel diphthongs (oi, oy, etc.)
    e. Rule for silent "e"
3. Structural Analysis Skills
    a. Prefixes and suffixes
    b. Compound words
    c. Base words with endings (jumping, asked, etc.)
    d. Rhyming elements - phonograms (cake, lake, make, etc.)
    e. Pluralization
    f. Possessives
4. Contextual Analysis Skills

    Refer to handout "Context Clues"
5. Synonyms
6. Antonyms
7. Homonyms

5.16

FORM FOR REVIEWING INSTRUCTIONAL MATERIALS IN READING

Title of Material ____

Publisher ____

Author (s) ____

____

Date of Publication ____

The reviewer should refer to an accompanying teacher's manual or handbook when reviewing the material indicated above. Write "not applicable" for any item below that does not apply to the material you are reviewing.

A. Check which skill area(s) is (are) emphasized by the material:

- ________ 1. Word Identification
- ________ 2. Vocabulary Building
- ________ 3. Comprehension
- ________ 4. Work-Study
- ________ 5. Flexibility of Reading Rate
- Other: ______________________

B. Check the type of material:

- ________ 1. Textbook
- ________ 2. Workbook
- ________ 3. Boxed
- ________ 4. Game
- ________ 5. Programmed
- ________ 6. Audio-Visual
- Other: ______________________

C. What is the appropriate grade level(s) of the material as suggested by the author in the manual?

D. What is the purpose of the material according to the author and publisher (refer to manual)?

E. Indicate possible use or uses. Explain how it can be used as suggested by the author.

_______ 1. Usable as an entire program for developing skills

Explain:

_______ 2. Usable as a supplemental material to an entire program

Explain:

_______ 3. Usable as a material for enriching experiences

Explain:

_______ 4. Usable in a remedial program for students with reading difficulties
Explain:

F. List the different components of the material. Describe how each component is used in the program.
Example: Individualized Reading Program by Scholastic

1. 100 paperback books
2. Pupil activity cards
3. Conference notebook
   etc.

1. Paperbacks: This is the core of the program. The student is free to choose from a variety of books in the collection. The role of the teacher is...

G. Are the physical features of the material appropriate?

1. Are the cover and bindings durable?____________________________

____

2. Is the material appealing in appearance?_______________________

____

3. Are the illustrations appropriate?______________________________

____

Other Comments:____

____

H. Is the teacher's manual helpful? (briefly discuss each item)

1. Is the guide well organized and easy to follow?

2. Are the activities realistic and manageable?

3. Are there specific suggestions to help the teacher adopt instruction to the differing needs of the students?

4. Does the guide provide suggestions for enrichment and follow-up activities?

I. If the materials are audio-visual, how can they make the program more interesting and effective?

J. Discuss your reactions to the material in relation to strengths, weaknesses, desirable uses, misuses, etc.

Name of Reviewer______________________________ Date_____________

WORD IDENTIFICATION - VOICED AND SILENT "th"

VIEWING GUIDE

Grade of Students: 2

Level of Lesson: 2-3

Curriculum Area: Reading

Lesson Topic: Initial Consonant digraphs:. silent "th" vs. voiced "th"

Behavorial Objectives: As a result of using materials to demonstrate and reinforce the voiced and silent "th" digraph a small group of children will be able to differentiate between the silent "th" and the voiced "th" phoneme with an 80% level of accuracy.

Materials: Reading selection on handout (See p.5.22). exercise on handout (See p.5.23); flash cards; experience chart.

Motivation: Introduction of selection on handout.

Procedure: "In the story we just read did you notice words that began with "th"? "Name some of the words that begin with "th". (I'll write them on the chart in two unlabeled columns.) When several words have been placed in each column I'll proceed with the following:) "You have noticed that I put your words into two columns. Can you tell me why?" To aid the children with the answer to the question I'll ask them to place one of their hands on their throats as they say the words on the chart.

Once I feel they have grasped the concept I'll check their comprehension by:

asking for other words beginning with th that are silent and voiced;
using an S.R.A. word game of concentration;
and finally a formal evaluation in the form of a ditto sheet.

Evaluation of Lesson: Each student will be able to perform at an 80% level of accuracy on the dittoed exercise.

Three Thugs

There were three thin thugs that threw thirty thick bricks at my three thin walls. Three thick bricks hit my very sore thumb. I then put thick thread around my thumb to keep it safe from things like those thick bricks. Those thugs were silly to throw those bricks through my thin walls on a Thursday. I thought they were my thickest friends. I wonder why they threw those bricks through my walls?

5.23

NAME ______________________________

Say each word to yourself. Put a circle around the "th" if you hear your voice when you say the th part of the word. Like this → them.

1. this

2. thing

3. thick

4. the

5. those

6. thin

7. they

8. three

9. throw

10. that

MODULE #6: DEVELOPING COMPREHENSION SKILLS

Prerequisites

Module #1 - Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification

Rationale

Authorities in the field generally agree that functional reading requires comprehension, the decoding of meanings from written symbols, rather than merely translating written symbols into oral symbols, or words. This module is offered to help the student attain an understanding of the comprehension tasks needed by children to read different kinds of reading matter.

Preparticipation Assessment

Conference with instructor to determine the student's previous competency in this area.

Objective

COM-R-1 The student will demonstrate an understanding of the different levels of comprehension and the specific types of skills that apply to each level.

-literal
-interpretive
-critical

Learning Activities

1. Professional Literature

   Harris and Sipay, "Developing Comprehension in Reading," pp. 295-321.

   Heilman, A., 1972; "Critical Reading," pp. 513-543.

   *Karlin, R., 1971, "Reading for Meaning," pp. 183-213 (excellent discussion of literal, interpretive and critical comprehension) or 1975, pp. 211-246.

   Smith, N.B., 1963, pp. 262-267 (literal, interpretive and critical comprehension.)

   Spache and Spache, "Developing Comprehension and Critical Reading Skills," pp. 542-558.

   Zintz, M., 1970, pp. 187-208 or 1975, pp. 279-303. (literal and interpretive comprehension).

2. Attend lecture or listen to audio tape on "Levels of Comprehension".

Additional Activities:

Postassessment

The student will perform at an 80% or higher level of proficiency on an objective examination.

Objective

COM-R-2 The student will demonstrate the teaching of a specific comprehension skill by planning and implementing a lesson with a group of children. (Note: COM-R-1 must be completed before this objective can be attained.)

Learning Activities

1. Professional Literature

   Refer to list of "Sourcebooks for Ideas". The following reference might be especially helpful:
   Mallett, Reading Skills Activity Cards, IV. Literal Comprehension,
   V. Interpretive Comprehension, VI. Critical Reading
   Wisconsin Design: Teacher's Resource File-Comprehension,
   Levels B-G

2. Observe demonstration lesson conducted by classroom teacher, reading specialist, or college professor.

3. Prepare lesson plan for review by participating faculty member.

4. Practice implementation of lesson with groups of children.

5. Observe video tape entitled "Teaching Comprehension Skills: Main Idea".

Additional Activities:

Postassessment

The student will teach a specific comprehension skill to a group of children at a level of proficiency deemed satisfactory by an observing faculty member.

or

The student will first video tape a lesson that demonstrates the teaching of a specific comprehension skill to a group of children. He will then view this tape with another student and critique his lesson according to the "Assessment Guide for Teaching Objectives." The student should share his video tape and critique with a faculty member.

Objective

COM-Opt-1 The student will review a workbook, kit, audio tape, or programmed material which can be used for the teaching of one or more comprehension skills.

Learning Activities

1. Read items on "Form for Reviewing Instructional Materials in Reading."

2. Read accompanying teacher's manual for material that is reviewed.

NOTE: The location of materials available for review will be announced by the instructor in class.

Postassessment

The student will use the "Form for Reviewing Instructional Materials in Reading" to review a commercial material which can be used to teach comprehension skills.

or

The student will develop an annotated bibliography that includes brief descriptions of three commercial materials which can be used to develop skills in comprehension.

Objective

COM-Opt-2 The student will prepare a teacher-made material that can be used in a lesson for teaching a specific comprehension skill.

Learning Activities

1. Professional Literature

Refer to list of "Sourcebooks for Ideas"

Additional Activities:

Postassessment

The student will prepare a teacher-made material for teaching a specific comprehension skill. In addition, a brief paper that includes a) the objective stated in behavioral terms, b) the procedures for using the material, and c) a specific means for postassessing the student once the material has been used.

Objective

COM-Opt-3 The student will develop a lesson plan that demonstrates the teaching of a comprehension skill (other than the one demonstrated in Com-R-2).

Learning Activities

1. Professional Literature

Refer to list of "Sourcebooks for Ideas"

Additional Activities:

Postassessment

The student will develop a formal lesson plan following the format suggested in BEH-R-2.

AN INTRODUCTION TO COMPREHENSION SKILLS:

LISTENING GUIDE

I. Introduction

  A. "Lincoln's Gettysburg Address"

  B. What Is Comprehension?

II. The Levels of Comprehension

  A. The Literal Level

  B. The Interpretive Level

  C. The Critical Level

  D. The Creative or Applied Level

III. Comprehension Exercise

  - Refer to handout entitled "Swedish Seagulls."

IV. The Skills of Comprehension

  A. The Literal Level

    1. Determining the main idea
      -When is it a literal level skill?
      -When is it an interpretive level skill?

    2. Reading for details

    3. Following directions*

    4. Following sequence*

*These comprehension skills are not discussed on the tape.

B. The Interpretive Level

1. Drawing conclusions

2. Making generalizations

3. Anticipating outcomes

4. Following the author's organization*
    a. cause and effect
    b. classifying and categorizing
    c. comparing and contrasting

C. The Critical Level

1. Judging accuracy

2. Distinguishing between fact from opinion

3. Detecting propoganda
    -name calling
    -glittering generalities or glad naming
    -transfer
    -plain folking
    -card stacking
    -band wagoning

D. The Creative or Applied Level

*These comprehension skills are not discussed on the tape.

6.8

DEVELOPING COMPREHENSION SKILLS

MAIN IDEA: VIEWING GUIDE

Curriculum:	Reading
Lesson Topic:	Comprehension-Main Idea
Grade of Students:	6th Grade
Grade Level of Lesson:	5th, 6th Grade

Introduction:

Comprehension is often underestimated as an important aspect of reading while decoding the written material is important, comprehension of the main ideas contained within the material is essential. This lesson focuses on the development of paragraphs and the identification of main ideas.

I. Objective:

The students will be able to match headlines with their correct corresponding story with 100% accuracy, after reading four short articles.

II. Each child will have the same four articles to read, mounted on cardboard. The accompaning headlines will also be seperately mounted. Paper clips will be used for connecting.

III. Preparation for the Lesson:

A. Reason for the Lesson:

1. To develop skills in identifying the main idea within a selection.

2. No preassessment is needed.

IV. Procedures:

A. Motivation:

I will begin the lesson by having a discussion with the children on the Christmas season. This should interest them, as the time that this lesson was taught, was two weeks before Christmas.

B. Development of the Lesson:

1. I will begin by talking about the Christmas season. For example, what people are doing to get ready, such as shopping, baking and putting up decorations.

2. We will then begin to arrange the sentences to form a meaningful paragraph. We will discuss why we chose these sentences and not other irrelevant ones. We will then choose a title for the paragraph.

3. After completion of the above (#2) the children will then decide upon another subject for a paragraph similar to that above.

Post Evaluation:

Each child will be given four newspaper articles to read. Each child will be reading the same articles to insure the same amount of difficulty. The titles of the articles will be given separately and the child will be expected to match the titles to their correct articles with 100% accuracy.

Before the children begin to work on the post evaluation, a sample article entitled "Tuning Out T.V." will be given. We will take turns reading the paragraphs of that article. At this point the children will not know the title of this paragraph. Four titles will then be presented, and as a group we will decide on the correct one and why.

V. Evaluation of the Lesson:

A. How could the students have been more involved while the initial paragraphs were being constructed?

B. What could have been done to ensure that the students read the entire article (in the postassessment) rather than just the first paragraph?

C. How would you rate the rapport between the teacher and the pupils?

D. What technique was used to determine if students were able to meet the objectives of the lesson?

E. Did any of the pupils appear to fail to reach the objectives?

F. Did the teacher seem confident and knowledgeable about her subject matter?

VI. Follow-Up:

On the basis of your observation of this lesson, what additional learning activities would you prescribe for these students?

MODULE #7: USING THE BASAL READER

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification
Module #6 - Developing Comprehension skills

Rationale

The most recent survey of reading instruction reveals that over ninety percent of elementary school teachers use the basal reader in their program. Because these texts exert considerable influence on the teaching of reading it is important that the prospective teacher know how to use them effectively.

Preparticipation Assessment

Conference with instructor to preassess competencies.

Objective

BR-R-1 The student will be able to give a general description of the basal reader approach to reading instruction.

Learning Activities

1. Professional Literature

   *Durkin, 1974; pp. 17-41 (basal reader materials).

   Harris, A.J., 1970; pp. 63-67 (an overview).

   *Heilman, 1972; pp. 211-215 (basic components), 217-218 (teacher's guide), pp. 218-219 (workbooks).

   *Spache & Spache, 1973; pp. 145-164, 175-182 (describes methods used throughout the grades).

2. Attend lecture or listen to presentation on audio tape (schedule thirty minutes).
3. Refer to teacher's editions of readers and/or publishers' brochures to get general description of different basal series.

Additional Activities:

Postassessment

The student will pass an objective test at an 80% level of proficiency.

or

The student will attain a score of 80% on a short essay test which will assess the following:

1. Understanding the purpose of the basal reader approach.
2. Describing the components of a typical basal series.
3. Summarizing teaching procedures used throughout the grades.

Objective

BR-R-2 The student will be able to examine and review a set of materials from one basal reading program.

Learning Activities

1. Refer to references in BR-R-1.
2. Examine a basal reading series.

   The location and titles of basal programs will be announced in class.

Additional Activities:

Postassessment

The student will use the "Guide for Reviewing Basal Readers" to examine and review a set of basal readers.

Objective

BR-R-3 The student will describe the assests and liabilities of the basal approach to reading instruction.

Learning Activities

1. Professional Literature

   Graebner, D.B., The Reading Teacher, "A Decade of Sexism in Readers," pp. 52-58.

   Harris, A.J., The Reading Teacher, "New Dimensions in Basal Readers," pp. 310-315.

   *Smith, N.B., 1963; pp. 99-103 (misuse and desirable uses of the basal reader).

   *Spache, 1963; pp. 25-34 (criticisms of the basal approach) pp. 34-38 (suggestions for improvement).

   Wilson and Hall, 1972; pp. 58-59 (list of advantages & limitations).

   Zintz, 1970; p. 419 (list of strengths & weaknesses) or 1975, p. 210-211.

2. Experiences with Objectives BR-R-1 and BR-R-2.

Additional Activities:

Postassessment

The student will perform on a short essay test at an 80% level of proficiency (schedule approximately thirty minutes).

or

The student will develop a list of four assets and four liabilities and share it with other class members in a group discussion at a professional level. (schedule thirty minutes with instructor).

Objective

BR-R-4	The student will conduct a Directed Reading Activity (DRA) with a group of children using a selection from a basal reader.

Learning Activities*

1. Professional Literature

   *Cushenbery, pp. 37-39 (good description of elements).

   *Karlin, 1971; pp. 121-124 (a sample DRA from a basal reading series is presented) or 1975, pp. 148-151.

   Zintz, 1970; pp. 82-84 (outlines elements of DRA) or 1975, pp. 103-106.

2. Refer to "Assessment Guide for the Directed Reading Activity" to see what criteria will be used to assess your implementation of a DRA.

3. Observe demonstration lesson on video tape entitled "Charles." Refer to viewing guide on pages 7.15-7.17.

*NOTE: In order to accomplish this objective, the student should do Learning Activities one to six in sequence.

4. Choose a short selection (two to four pages) from a basal reader or other suitable source. If you select a story from a basal reader you will be able to refer to an accompanying teacher's guide. These guides usually provide suggestions for designing a DRA for a particular story.

5. Prepare your lesson plan according to the format of the "Assessment Guide for a Directed Reading Activity." Do not follow the format presented in Module #1.

6. Upon the successful completion of your DRA, return the assessment guide, a copy of the lesson plan, a copy of the story, and a "Competency Assessment Form" to the instructor.

7. Conference with instructor to discuss lesson plan for DRA.

Additional Activities:

Postassessment

The student will conduct a lesson from a basal reader or other suitable source that contains all of the elements of a Directed Reading Activity as determined by an observing faculty member.

Objective

BR-Opt-1 The student will describe the origin of the basal reader and summarize its history.

Learning Activities

1. Professional Literature

Black, H. The American Schoolbook.

Commager, H.S. "McGuffey and His Readers."

Smith, N.B., 1965; American Reading Instruction.

NOTE: Students should use the Educational Index and the card catalog to locate other references on this topic.

Additional Activities:

Postassessment

The student will prepare an article of 1000 - 1500 words which would be suitable for publication on the subject, "America's Basic Reader: Past and Present."

The article should deal with the origins of the basal reader, its present role in American reading instruction, and various controversies surrounding its use.

LISTENING GUIDE: AN INTRODUCTION TO THE BASAL APPROACH*

I. What is a Basal Reading Series?

II. Historical Background

III. Trends in Content

IV. Components of a Basal Program

  A. Readiness Workbooks

  B. Preprimers

  C. Primers

  D. First Readers

  E. Supplementary Materials for First Grade

  F. Graded Readers

  G. Workbooks

H. Teacher's Manuals or Guides

V. Follow-up

Read Spache and Spache Reading in the Elementary School, pp. 145-164, 175-182 for information on how the basal reader approach is used throughout the grades.

*Lecture presented to group of Education 322 students during Fall 1973 semester.

GUIDE FOR REVIEWING BASAL READERS

Name of Reviewer ______________________ Date Reviewed ________

Name of Series ______________________

Author(s) ______________________

Publisher ______________________

Copyright Date ______________________

1. COMPONENTS

The reviewer should use publishers' brochures, teacher's guides, and/or readers in the series to provide the information requested in items 1-5.

1. Indicate the levels and titles of books in the series, in the proper sequence, from readiness to sixth (or eighth) grade.

Level	Title
Readiness Workbook #1	______________
________	______________
________	______________
________	______________
________	______________
________	______________
________	______________
________	______________
________	______________
________	______________
________	______________
________	______________
________	______________
________	______________

2. Describe the system used by the publisher to identify the reading level of each book in the series e.g. . "The numbers PP to 6 on the binding are used to identify the reading level of each book."

3. Is there a set of student workbooks to accompany each reader in the series? How can they be used with the readers?

4. Indicate if any of the following correlated teaching aids are available with the series:

_______ Manipulative Materials
  Describe:

________ Games

________ Recordings

________ Duplicating Masters

________ Other:

5. Is there a predominant method of learning to read or special feature of this series? EXPLAIN. e.g., stress on phonics, linguistic approach, correlation of language arts, urban orientation.

II. REVIEW

Select a reader with an accompanying teacher's guide and workbook from the series,

TITLE OF READER: ______________________ GRADE LEVEL: _______

Use the following scoring system to review the reader and teacher's guide according to the items listed below:

I - Inadequate
A - Adequate
O - Outstanding
NA - Not Applicable

For objectivity in rating, the scores should be accumulated while the teacher pages through the text and manual, rather than being placed in afterward on the basis of general impressions.

A. The Teacher's Guide

1. Aims of the program stated in the form of performance goals or behavioral objectives.	I A O NA
2. Suggestions for relating the selections to children's previous experience.	I A O NA
3. Suggestions for introducing new vocabulary.	I A O NA
4. Suggestions for setting purposes for the reading assignments.	I A O NA
5. Provides a wealth of suggestions for instructional and practice exercises.	I A O NA
6. Specific suggestions to help the teacher adapt instruction to the differing needs of children.	I A O NA

7. Suggestions for follow-up and enrichment activities. I A O NA

8. Guide displays reproductions of the reader pages close to the teaching selections related to these pages. I A O NA

9. Guide includes annotated bibliographies of library books for help in developing a program of wider, individualized reading. I A O NA

10. Guide is well organized and easy to follow. I A O NA

    Briefly describe the features of the guide that make it easy or difficult to use.

B. The Reader

Physical Features

1. Cover and binding durable and attractive I A O NA
2. Illustrations have aesthetic value. I A O NA
3. Illustrations help to develop understanding. I A O NA

Content

4. Stories at high interest appeal to both boys and girls. I A O NA
5. There is a good balance of reading material.
    - a) Modern and old favorites I A O NA
      If weak, indicate why. e.g. "There weren't any stories of a contemporary nature."

    - b) Realistic and fanciful I A O NA

    - c) Humorous and serious I A O NA

  - d) For pupils in all sections of the country. I A O NA

  - e) For pupils from various environments and backgrounds. I A O NA

6. Selections provide a suitable variety of literary types such as:

  - a) Fiction and nonfiction I A O NA
  - b) Poems I A O NA
  - c) Plays I A O NA
  - d) Other:

7. Selections provide exposure to reading in content areas.

  - a) Science I A O NA
  - b) Social Studies I A O NA
  - c) Math I A O NA
    (quantitative & tabular materials)
  - d) Other:

8. Suggestions for additional reading included in the reader. I A O NA

9. Selections of a length which makes possible completion in one instructional period. I A O NA
   (thirty to forty-five minutes)

C. Workbook

The accompanying workbook includes:

1. Follow-up activities to the reading. I A O NA
2. Word recognition and comprehension skills. I A O NA
3. Exercises that can be used as analytical tests of skills and abilities. I A O NA
4. Activities that can be carried out independently after instructions are given. I A O NA
5. More reading required than "coloring." I A O NA

III. SUMMARY

Based upon your review:

1. What is your overall reaction to this basal series?
2. What are some of the strengths and limitations of the reader you selected for review?
3. What are some of the strengths and limitations of the accompanying teacher's manual?
4. What are some of the strengths and limitations of the accompanying workbook?

VIEWING GUIDE FOR A DIRECTED READING ACTIVITY

(To be used with video tape entitled "Charles")

I. Refer to the "Assessment Guide for the Directed Reading Activity" in the Handbook.

II. Read the story "Charles" by Shirley Jackson.

III. View the video tape and answer the following questions:

A. How did the instructor strengthen the students' background for the story and motivate the students to read the story?

B. Preteaching Vocabulary

1. What techniques did the instructor use to present the key vocabulary words in meaningful contexts?

(A) influence

(B) plotting

(C) adjusts
adjusting

(D) reform

2. How did the instructor reinforce these words during the lesson?

C. What purpose did the instructor give for having the students read the story silently?

D. In the discussion that followed the silent reading, how did the instructor guide the students to discover that Laurie and Charles were actually the same person? Did every student make this discovery by the end of the discussion?

E. Skill Building (Refer to reading guide on p. 7.17)

1. How was the story used to introduce the comprehension skill anticipating outcomes?

2. How did the students react to the reading guide for developing this skill?

F. What are some possible follow-up activities to this lesson?

Reading Guide for "Charles"

by Shirley Jackson

Skill: Anticipating Outcomes

Directions: The reader should develop the habit of thinking ahead and deciding what will happen next or what information the author will be covering.

Refer back to the story and discuss which of the statements below helped you discover that Charles and Laurie are really the same person.

YES NO

___ ___ 1. The day Laurie started kindergarten, he began wearing blue jeans with a belt. He went off the first morning with the girl next door. He forgot to stop at the corner and wave goodbye to me.

___ ___ 2. Laurie came home late from school on Monday. He told his mother that Charles had to stay after school and so all the children stayed to watch him.

___ ___ 3. During the fourth week it looked like Charles had reformed. Laurie told us at lunch on Thursday of that week, "Charles was so good today that the teacher gave him an apple."

___ ___ 4. The teacher said to Laurie's mother, "We had a little trouble adjusting the first week or so, but now he is a fine little helper."

ASSESSMENT GUIDE FOR A DIRECTED READING ACTIVITY

Student ______________________________ Date ____________

Directions: The assessor should use this form as a guide for evaluating a student's implementation of a directed reading activity.

The student's lesson plan should be attached to this form before the lesson is implemented. Upon the completion of the lesson, this form and the lesson plan should be returned to the instructor.

PART I. PREPARATION FOR READING (check one)

A. Providing Necessary Background

The student strengthened the children's background for the story through a discussion of their past experiences that were either directly or indirectly related to the content of the new selection.

inadequate	1	2	3	4	5	6	7	highly adequate

COMMENTS:

B. Pre-teaching Important Vocabulary

The student presented key vocabulary words in meaningful contexts.

words were either poorly introduced or not introduced at all	1	2	3	4	5	6	7	words were pretaught in a highly meaningful way

COMMENTS:

C. Establishing Purpose for Reading

The purpose for the first silent reading of the selection was:

ambiguous	1	2	3	4	5	6	7	clearly explained to the students

COMMENTS:

PART II. SILENT READING AND DISCUSSION

The discussion that followed the first reading:

failed to effect a better understanding of the material	1	2	3	4	5	6	7	contributed significantly to the students' understanding of the material

COMMENTS:

PART III. EXTENDING SKILLS AND ABILITIES

The skill introduced as a follow-up to the discussion was:

inappropriate	1	2	3	4	5	6	7	highly appropriate

COMMENTS:

PART IV. ENRICHMENT AND FOLLOW-UP

(not required)

PART V. GENERAL AREAS OF ASSESSMENT

A. The planning and implementation of the lesson demonstrated:

a lack of originality and resourcefulness	1 2 3 4 5 6 7	a high degree of originality and resourcefulness

COMMENTS:

B. The student's relationship and interaction with the children was:

ineffective	1 2 3 4 5 6 7	highly conducive to learning

COMMENTS:

Overall, I would rate this lesson as (check one):

1 2 3 4 5 6 7

not passing   marginal passing   average   above average

NOTE: Lessons rated as less than a 3 overall, should be rescheduled. Refer to Parts I-III for detailed explanation.

COMMENTS:

Assessed by ______________________________ Date ____________

MODULE #8: APPROACHES TO READING INSTRUCTION: LANGUAGE-EXPERIENCE

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification
Module #6 - Developing Comprehension Skills
Module #7 - Using the Basal Reader

Rationale

The language-experience approach to the teaching of reading can provide the classroom teacher with an alternative to the basal reader. Furthermore, this approach permits the integration of a number of language arts skills; reading, writing, speaking, and listening.

Preparticipation Assessment

Conference with instructor to determine student's competency in achieving objectives of the module.

Objective

ALE-R-1 The student will be able to give a general description of the language-experience approach to teaching reading.

Learning Activities

1. Professional Literature

   Aukerman, R., "Language-Experience Approaches," pp. 299-311.

   Karlin, R., 1971, "Language-Experience Reading," pp. 109-119.

   Spache and Spache, "Using the Language-Experience Approach," pp. 241-252.

   *Stauffer, R., 1970, "Dictated Experience Stories," pp. 19-59.

2. Observe one or more demonstration lessons on video tape. Refer to ALE-Opt-2 for title of tapes available in Curriculum Center.

3. Refer to "Assessment Guide for Language-Experience Activity" for the structure and organization of a language-experience lesson.

Additional Activities:

Postassessment

The student will prepare a paper of approximately 600 words that describes the philosophy and organization of the language-experience approach.

or

The student will achieve an 80% or higher score on an objective paper-and-pencil test.

Objective

ALE-R-2 The student will demonstrate an understanding of the strengths and weaknesses of the language-experience approach.

Learning Activities

1. Professional Literature

Cramer, R., "Dialectology-A Case for Language-Experience," pp. 33-39.
(A well developed rationale for why the language-experience approach should be used with children who speak nonstandard English.)

Heilman, A., 1972; p. 210 (weaknesses).

May, F. B., p. 326-327 (advantages).

Spache and Spache, pp. 252-259.

Zintz, M., 1970, p. 420 (strengths and weaknesses) or 1975, p.210.

Additional Activities:

Postassessment

The student will perform 80% on a short essay test that is based on information presented in the professional literature.

or

The student will write a 800 word paper that discusses five strengths and five weaknesses of the language-experience approach. He will refer to at least three references in developing this paper.

or

The student will use an outline he has prepared on the strengths and weaknesses of this approach to participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member.

Objective

ALE-Opt - 1 The student will understand the sequence of procedures needed to implement a language-experience activity.

Learning Activities:

1. Professional Literature

   Heilman, A., 1971; pp. 204-208 (group experience story) or pp. 208-211 (individual experience story).

   Stauffer, R., 1970; "Building a Word Bank," pp. 60-75

2. Observe one or more demonstration lessons on video tape (on reserve in Curriculum Center).

   ### Video Tape Titles

   The Language-Experience Approach - "Grapes" (follows a teacher over a three-day period.)

   The Language-Experience Approach - "Fish".

   The Language-Experience Approach - "Birds".

3. Refer to "Assessment Guide for Language-Experience Activity" for the structure and organization of a language-experience lesson.

4. Attend a one-hour workshop on developing plans for a language-experience lesson (attendance at this workshop is required for the attainment of this competency.)

   Prior to this workshop, the student should prepare a rough plan that includes:

   a. A description of the activity that is meant to hold the interest of the pupil(s) and from which the language-experience story will develop.

   b. Plans for introducing the pupil(s) to the activity.

   c. Procedures for implementing the activity.

   d. Procedures for developing a dictated story with the pupil(s) who experienced the activity.

   The formal plan should follow the organization of a language-experience activity outlined in the assessment guide.

Additional Activities:

Postassessment

The student will prepare a formal plan for a language-experience activity that meets with the approval of a faculty member.

Objective

ALE-Opt-2	The student will be able to implement a language-experience activity with a pupil or small group of children.

Learning Activities

1. Simulate implementation of lessons prepared for the previous objective with peers under the supervision of an instructor. (Schedule forty minutes).
2. Implement lesson(s) with different groups of children.

Additional Activities:

Postassessment

The student will satisfactorily implement a language-experience activity and will follow the sequence of procedures needed to implement such an activity as judged by an observing faculty member.

LANGUAGE EXPERIENCE APPROACH TO READING: VIEWING GUIDE

(To be used with video tape entitled "Grapes")

Day 1

1. What did the teacher use to gain the attention and interest of the pupils?

2. What purposes are served by having the children discuss the stimuli before dictating the story?

3. Once the story was transcribed on the newsprint, what were the next steps the teacher followed?

    a.

    b.

    c.

Day 2

1. What was the first thing the teacher did with the class on the second day? Why do you think she followed this procedure?

2. How did the teacher check on the children's phonic skills?

3. How did the teacher assess the children's sight vocabulary?

Day 3

1. What purposes might there be for the teacher distributing copies of the story to the children?

2. Why was the teacher numbering the word cards as well as the children's stories?

8.7

ASSESSMENT GUIDE FOR LANGUAGE-EXPERIENCE ACTIVITY

Student ________________________________ Date ____________

Directions: The assessor should use this form as a guide for evaluating a student's implementation of a Language-Experience Activity (individually or group dictated story).

Criteria For Attainment: Satisfactory performance in four out of five parts.

PART I. STIMULATING DISCUSSION (check one)

A. The teacher caught and held the attention of the pupil(s) with an item of interest.

uninteresting stimulus	1	2	3	4	5	6	7	highly interesting stimulus

COMMENTS:

B. The guided discussion stimulated oral language usage. The questions asked by the teacher helped prepare the pupil(s) for the dictated story.

no meaningful oral language stimulation	1	2	3	4	5	6	7	high degree of meaningful oral language

COMMENTS:

PART II. CREATING THE STORY

The teacher guided the pupil(s) in preparing a dictated story of the activity experienced.

inadequate teacher gudiance	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	excellent teacher guidance

COMMENTS:

PART III. READING THE STORY

A. Upon completion, the teacher read the entire story to the pupil(s).

____ No ____ Yes

COMMENTS:

B. The pupil(s) and teacher then read the dictated story together.

____ No ____ Yes

COMMENTS:

C. The teacher directed the pupil(s) to read all or part of his (their) story.

____ No   ____ Yes

COMMENTS:

PART IV. DEVELOPING SKILLS

The teacher used the story to develop a reading skill.
Example: Comprehension questions on reading for details.

____ No   ____ Yes

COMMENTS:

PART V. GENERAL AREAS OF ASSESSMENT

A. The lesson was well organized and developed.

poorly organized _1 _2 _3 _4 _5 _6 _7 highly organized

COMMENTS:

B. The student demonstrated creativity in planning and implementation of the lesson.

creativity shown _1 _2 _3 _4 _5 _6 _7 high degree of creativity

COMMENTS:

C. The student was able to establish rapport and a working relationship with the children.

poor teacher-pupil rapport 1 2 3 4 5 6 7 excellent teacher-pupil rapport

COMMENTS:

Overall, I would rate this lesson as (check one):

1	2	3	4	5	6	7
not passing		marginal passing	average		above average	

NOTE: Lessons rated as less than a 3 overall, should be rescheduled. Refer to Parts I-V for detailed explanation.

COMMENTS:

Assessed by ______________________________ Date ______________

MODULE #9: APPROACHES TO READING INSTRUCTION: INDIVIDUALIZED READING

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification
Module #6 - Developing Comprehension Skills
Module #7 - Using the Basal Reader
Module #8 - Approaches to Reading Instruction: Language-Experience

Rationale

In learning to read through the individualized reading approach, the primary sources of reading materials the child uses are library or trade books. The approach is based on the theory of self-seeking, self-selection, and self-pacing. The teacher's role changes somewhat when an individualized reading program is implemented in that she becomes a facilitator of instruction rather than a mere dispenser of knowledge.

Preparticipation Assessment

Conference with the instructor to determine student's competency in achieving objectives of the module.

Objective

AIR-R-1 The student will be able to give a general description of the approach entitled "individualized reading."

Learning Activities

1. Professional Literature

   Aukerman, R., "The Individualized Reading Approach," pp. 383-389 (a survey).

   *Hunt, L., in Hunt, "The Individualized Reading Program: A Perspective," pp. 1-6.

   Odom, S.C., The Reading Teacher, "Individualizing a Reading Program," pp. 403-410.

   Smith, N.B., 1963; pp. 140-154 (general description).

   *Spache and Spache, "Using the Individualized Approach," pp. 191-211 (thorough).

2. Review the Individualized Reading Program published by Scholastic Publishing Company (Curriculum Center). Read through the Teacher's Guide to gain an understanding of the features of the program.

3. Supplementary Activity - listen to audio tape: "Individualized Reading; Introduction and Rationale," by Jeannette Veatch (available in Curriculum Center).

Additional Activities:

Postassessment

The student will achieve an 80% or higher score on a short essay test.

or

The student will examine and then describe a commercially prepared individualized reading program (Individualized Reading Program by Scholastic) by preparing a paper of approximately 750 words. The following areas should be discussed in this paper:

(refer to the Teacher's Guide and publisher's brochure)

A. Philosophy and rationale of the program.

B. Description of components, e.g., paperback books, conference notebook, activity card box, etc.

C. Plan of organization in the classroom.

D. Your impressions of the program.

or

The student will attain a score of 80% or higher on an objective test that is based on information presented in the professional literature.

or

The student will participate in a small group discussion during which the basic features of an individualized reading program are discussed.

Objective

AIR-R-2 The student will demonstrate an understanding of the strengths and weaknesses of the individualized reading approach.

Learning Activities

1. Professional Literature

Harris, A.J., 1970; "Evaluation of Individualized Developmental Reading," pp. 108-111.

Harris and Sipay, pp. 201-203 (factors influencing the efficiency of an individualized reading program).

*Sartain, H.W., in Harris & Smith, 1972; "Advantages & Disadvantages of Individualized Reading," pp.86-96.

Sartain, H.W., in Hunt, "Of Stars and Statistics,"pp.64-72.

Smith, N.B., 1963; pp. 136-140 (advantages and disadvantages) and pp. 154-159 (discussion of research findings).

Spache and Spache, "Principles of Individualized Reading," pp. 202-215.

Zintz, 1970; pp. 420-421 (summary of strengths and weaknesses) or 1975, p.211.

2. Listen to audio tape - Individualized Reading by Walter Barbe (in Curriculum Center).

Additional Activities:

Postassessment

The student will write a 500-600 word paper that discusses six strengths and six weaknesses of the individualized approach to reading instruction after referring to three or more references.

or

The student will achieve an 80% or higher score on a short essay examination which focuses on the strengths and weaknesses of the individualized reading approach.

Objective

AIR-Opt-1 The student will describe, in depth, the various components of an individualized reading program and how they relate to the physical organization of a classroom.

- classroom library
- skill development
- individual conferences
- book reporting and sharing activities
- record keeping

Learning Activities

1. Professional Literature

*Heilman, A., 1972; pp. 385-409.

*Otto, et al., "Organizing Learning Situations for Individual Differences," pp. 223-255.

*Spache and Spache, "Steps Toward Individualized Reading," pp. 345-399.

Sperber, R., in Miel, "An Individualized Reading Program in a Third Grade," pp. 44-54.

Veatch, J., in Hunt, "Classroom Organization: Structuring the Individualized Reading Period," pp. 19-25.

Veatch, J., in Miel, "Individualized Reading Guidance: Fifth Grade," pp. 55-63.

Vite, I., in Miel, "A Primary Teacher's Experience," pp. 18-43.

2. Interview a teacher who is implementing this approach to learn:

   - How the various components of IR are being managed in the classroom.
   - How the classroom is organized.
   - How reading skills are developed.
   - How individual conferences with pupils are conducted.

3. Supplementary Activity - listen to audio tapes by Jeannette Veatch (available in Curriculum Center).

   "Individualized Reading: Mechanics and Practical Helps."
   "Individualized Reading: Individual Conferences and Grouping."
   "Individualized Reading: The Teaching of Skills."

Additional Activities:

Postassessment

The student will develop a functional guide for teachers entitled "How to Prepare Your Classroom for an Individualized Reading Program."
This guide should include:

A. An introduction
   └ establish the need for this type of program.

B. A detailed description of the various components.

C. A discussion of the preparation required by the teacher.

D. A diagram that shows the physical organization of a "typical" classroom using this approach.

- class library
- desks & chairs
- skills center
- sharing center, etc.

E. Concluding remarks.

F. A bibliography.

or

After interviewing a classroom teacher who is using the individualized reading approach, the student will prepare a 750-1000 word description of how this approach is being implemented in a classroom situation. He will include in this paper:

A. A brief description of the classroom setting.

B. A detailed description of the various components.

C. A discussion of the preparation required by the teacher.

D. A diagram that shows the physical organization of the classroom.

E. A description of the pupil-teacher conference

E. Personal impressions of the program.

or

The student will prepare a presentation on slides or video tape that demonstrates the use of an individualized reading program in a classroom situation. The presentation should include examples of the various components and how they relate to the physical organization of the classroom. The student will also develop a guide for viewing the slides or video tape.

Objective

AIR-Opt-2 The student will conduct an individualized reading teacher-pupil conference.

Learning Activities

1. Professional Literature

   Spache and Spache, "Questions for a Conference," pp. 351-358, 377-390.

   *Veatch, J., in Hunt, "The Conference in the Individualized Reading Program: The Teacher-Pupil Dialogue," pp.13-18.

2. View video tape on teacher-pupil individualized reading conference, entitled The Individualized Reading Conference (available in Curriculum Center).

   Individualized Reading Conference
   (A conference when a library or trade
   book is used).

3. Have a planning session with the professor or classroom teacher.

4. Observe a classroom teacher conducting an individualized reading conference with a primary or intermediate grade student.

Additional Activities:

Postassessment

Conduct an individualized reading conference with a child and be observed by a participating faculty member.

or

Conduct an individualized reading conference with a child and record the conference on video tape. Critique the conference with a participating faculty member or a cooperating teacher or reading specialist.

or

Conduct an individualized reading conference with a child and record the conference on audio tape. Upon completion of the conference write a 300-word critique. The tape and critique should be examined by a participating faculty member.

or

Conduct an individualized reading conference with a child and record the conference on audio tape. Upon completion of the conference, use the other side of the tape to give a five-to-ten-minute oral critique of the lesson. The tape and critique should be examined by a participating faculty member.

THE INDIVIDUALIZED READING TEACHER-PUPIL CONFERENCE: VIEWING GUIDE

1. Read Veatch's "The Conference in the Individualized Reading Program," in Hune (ed.), The Individualized Reading Program: A Guide for Classroom Teaching. Newark, Delaware: International Reading Association, 1967, pp. 13-18.

2. View The Individualized Reading Teacher-Pupil Conference - Tape 2. (Viewing time - twenty minutes). As you view the video tape, answer the following questions:

   A. Was the main purpose of this conference to check the student's word attack, study skills, or comprehension ability? On what basis did you make your decision?

   B. Approximately what percentage of the questions asked during the conference was at the memory or recall level?

   C. Do you think the teacher was able to determine if the student really comprehended the story? Why?

MODULE #10: ADDITIONAL APPROACHES TO READING INSTRUCTION

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification
Module #6 - Developing Comprehension Skills
Module #7 - Using the Basal Reader
Module #8 - Approaches to Reading Instruction: Language-Experience
Module #9 - Approaches to Reading Instruction: Individualized Reading

Rationale

In addition to the approaches discussed in previous modules, the perspective teacher may encounter other methods for teaching reading in the elementary school. Two additional approaches the student should be familiar with are the linguistic and initial teaching alphabet (i.t.a.).

Preparticipation Assessment

Conference with instructor to determine students competency in this area.

Objective

ADD-Opt-1 The student will demonstrate an understanding of the rationale, principles, and characteristics of the linguistic approach to reading instruction.

Learning Activities

1. Professional Literature

   *Aukerman, 1971; pp. 141-224 (descriptions of different linguistic-phoneme approaches).

   Barney, L.R. The Reading Teacher, "Linguistics Applied to the Elementary Classroom" pp. 221-226, 256.

   *Dallman, et al., pp. 499-504 (definition, application to teaching reading, likenesses and differences among linguists).

   Emans, R., The Reading Teacher, "Linguists and Phonics" pp. 477-482.

   Heilman, 1972; pp. 190-194 (an overview of the linguistic approach).

   *Seymour, D.Z., The Reading Teacher, "The Difference Between Linguistics and Phonics" pp. 99-102, 111.

   *Spache and Spache, Chapter 6 "Using the Linguistic Approaches."

   *Wardhaugh in Beery, et al., pp. 39-51, "Is the Linguistic Approach an Improvement in Reading Instruction?" (the author takes a critical look at the linguistic approach).

2. Refer to teacher's guide and readers from a linguistic reading program in the Curriculum Center. The title of this program will be announced by the instructor. Read the appropriate pages in Aukerman (1971) Section 5 for background information about this series. Examine the teacher's guides to obtain additional information.

Additional Activities:

Postassessment

The student will pass an objective item at an 80% level of proficiency.

or

The student will discuss his responses to the following items in a paper of 750-1000 words:

- What are the main features of the linguistic approach to reading instruction?
- What is the philosophy and rationale of the sample linguistic series available for preview?
- Select a paragraph from any reader in this program. Discuss how the words in the paragraph follow certain linguistic principles as identified by the author(s) of this series.

NOTE: Footnote the source of this paragraph.

- How is the linguistic program you examined similar and different to the basal series you reviewed in Module #7?

or

The student will discuss responses to the above items by participating in a small group discussion at a satisfactory level of performance as determined by a faculty member.

Objective

ADD-Opt-2 The student will demonstrate familiarity with the initial teaching alphabet (i.t.a.) and be acquainted with some of the research findings.

Learning Activities

1. Professional Literature

*Aukerman, 1971, pp. 335-344

*Chall, pp. 119-125

Dallmann, et al., pp. 490-493

2. Listen to lecture on audio-tape "An Overview of the Initial Teaching Alphabet" (approximately forty minutes).

3. Refer to i.t.a. brochures and materials in the Curriculum Center.

Additional Activities:

Postassessment

The student will participate in a small group discussion at a satisfactory level of performance as determined by a faculty member. The student will be prepared to respond to the following items at this session:

- What is i.t.a.? Explain the chief feature of this system for beginning reading instruction.
- Discuss the origins of i.t.a. and purpose behind its development.
- How is i.t.a. used in a first-grade reading program ?
- Discuss some of the strengths and weaknesses of the i.t.a. system.
- According to the research, how easy is the transition from i.t.a. to traditional orthography?
- Cite at least two research studies which compare i.t.a. approach with traditional orthography approaches and describe the results of these studies. Are the findings favorable or unfavorable to i.t.a.?
- Select a page from a basal reader with a minimum of fifty words. Transcribe the words in this selection from traditional orthography to i.t.a. Indicate the source of your selection.

or

The student will attain a score of 80% on a short essay test based on the items listed above.

or

The student will attain a score of 80% on an objective test.

AN INTRODUCTION TO THE INITIAL TEACHING ALPHABET: LISTENING GUIDE

I. Background

A. Problems in Learning to Read English.

1. Irregularity of sound-symbol relationship in the English language

a. long $\bar{a}$ sound in aisle, height, etc.

B. "GHOTI" by George Bernard Shaw

B. Early Attempts at Revision

C. Reason for the Development of i.t.a.

D. Method or Medium?

II. Description of i.t.a.

NOTE: The student should have a copy of the i.t.a. alphabet in front of him when listening to this section of the tape.

A. What is i.t.a.?

B. Some Advantages of i.t.a.

1. Only one character per sound needs to be learned.

2. Simpler, consistent spelling system

do = doo
go = goe
gone = gon
one = wun

III. British vs. American i.t.a.

A. i.t.a. in America

Downing & Mazurkiewicz

B. How they differ

IV. Research on i.t.a.

A. Pro
1. Lehigh - Bethlehem Study (1964)

2. Bond & Dykstra
-larger sight vocabulary

3. First British report

4. John Downing
   -Spelling attainment

B. Con

1. Mazurkiewicz

2. Extraneous variables

    a. effect of workshop experience

    b. changes in method

    c. differences in materials

    d. Hawthorne effect

    e. equality of teaching

3. Expense

4. Student changing schools

5. Relation to environment

V. Transition From i.t.a. to Traditional Orthography

(summary of research)

VI. Conclusions

MODULE #11: WORK-STUDY SKILLS

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification
Module #6 - Developing Comprehension Skills
Module #7 - Using the Basal Reader

Rationale

The work-study skills, sometimes referred to as the functional skills of reading, form an integral part of the reading process, especially when applied to content area subjects such as social studies, English, mathematics, and science. It is, therefore, necessary for the classroom teacher to learn how to instruct children in how to locate information, how to study systematically, and how to retain information for current or future use.

Preparticipation Assessment

Conference with instructor to determine student's competency in this area.

Objective

SS-Opt-1 The student will demonstrate an understanding of the basic work-study skills that are needed to achieve independent reading habits: location of information, organization of information, use of graphic aids, following directions, etc.

Learning Activities

1. Professional Literature

*Dallman, et.al., Chapter 8A.

*Harris and Smith, 1972 b.; Chapter 16.

*Karlin, 1971; Chapter 7, "Reading in the Content Fields," or 1975, Chapter 7.

*Zintz, 1970; Chapter 9, or 1975, Chapter 12.

Additional Activities:

Postassessment

The student will prepare on audiotape a fifteen to thirty-minute presentation on "Reading-Study Skills." A listening guide should accompany the audiotape.

or

The student will attain a score of 80% on an objective test.

or

The student will develop a twenty-item objective test (true-false, multiple choice, matching and/or fill-in) based on the professional literature which would be suitable for administration to students in ED 322.

Objective

SS-Opt-2 The student will develop one lesson plan that demonstrates the teaching of a specific study skill.
(Prerequisite: SS-Opt-1)

Learning Activities

1. Professional Literature

   Burron and Claybough, pp. 21-35 (discussion of skills necessary for reading subject-matter material).

   Dallman, et al., pp. 276-284 (procedures for developing skills in using the dictionary, reference books).

   Otto, et al., Chapter 8 (list of skills and objectives for study skills).

   Zintz, pp. 214-217 (outline of basic study skills)
   pp. 217-235 (techniques for teaching study skills)
   or 1975, pp. 307-322, 311-329.

2. Refer to list of "Sourcebooks for Ideas."
   The following sourcebooks should be especially helpful:
   Herr, Chapters 4,5,30
   Wisconsin Design: Teacher's Resource File-
   Study Skills

Additional Activities:

Postassessment

The student will develop one formal lesson plan that demonstrates the teaching of a specific study skill.

Objective

SS-Opt-3 The student will be able to implement a lesson with a group of pupils that demonstrates the use of a specific study skill.*
(Prerequisites: SS-Opt-1
SS-Opt-2)

Learning Activities

1. Professional Literature

   Refer to references in SS-Opt-2.

2. See list of "Sourcebooks for Ideas."

3. Review plan with faculty member.

Additional Activities:

Postassessment

The student will teach a study skill to a group of children at a level of proficiency deemed satisfactory by an observing faculty member.

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* The lesson planned for SS-Opt-2 can be used to meet the requirements for Opt-3.

MODULE #12: SCHOOL AND CLASSROOM ORGANIZATION FOR INDIVIDUALIZING INSTRUCTION

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification
Module #6 - Developing Comprehension Skills
Module #7 - Using the Basal Reader
Module #8 - Approaches to Reading Instruction: Language-Experience
Module #9 - Approaches to Reading Instruction: Individualized Reading

Rationale

In addition to the three common approaches to reading instruction; the basal reader approach, the language-experience approach, and individualized reading, various organizational and instructional techniques have been employed in an attempt to better organize the reading instruction of elementary school children. This module focuses on organizational techniques for individualizing instruction.

Preparticipation Assessment

Conference with instructor to determine the student's previous competency in this area.

Objective

IND-Opt-1 The student will demonstrate an understanding of the advantages and disadvantages of school and classroom organization plans as they relate to the reading program.

-individually guided education (IGE)
-Joplin plan
-nongraded or ungraded primary
-self-contained classroom
-team teaching

Learning Activities

1. Professional Literature

Balow, I., in Harris and Smith, 1972 a; "Does Homogeneous Grouping Give Homogeneous Groups?" pp. 81-85.

Cushenbery, D., in Ramsey, "The Joplin Plan and Cross-Grade Grouping," pp. 33-45.

Driscoll, H., in Ramsey, "In-Class Grouping," pp. 19-29 (basal, nongraded primary, team teaching, Joplin plan).

Harris and Smith, 1972b, pp. 81-87 (ability grouping, interclass grouping, the self-contained classroom, and intraclass grouping).

Heilman, A., 1972; pp. 176-178 (ungraded primary).

Hull, R.,(Phi Delta Kappan) "Selecting an Approach to Individualized Education," pp. 169-173 (IPI, IGE, Open Classroom).

Karlin, R., 1971; "Meeting Individual Differences," pp. 324-326 (Joplin team teaching).

Klausmeier, H.J., et al., Chapter 2, pp. 17-30.

*May, 1973; pp. 327-340 (good introduction to various approaches).

Nations, J., in Ramsey, "Reading in the Nongraded School," pp. 79-96 (nongraded).

*Sartain, H., in NSSE, "Organizational Patters of Schools and Classrooms for Reading Instruction," pp. 195-236 (comprehensive).

Spache and Spache, pp. 580-584 (Joplin Plan, nongraded, and team teaching).

Stowe, E., in Ramsey, "Departmentalization of Reading in Elementary and Secondary Schools," pp. 97-114.

Underwood, W., in Ramsey, "Team Teaching of Reading," pp. 69-78.

Vilscek, E., in Ramsey, "Individualizing Instruction," pp. 57-67 (IPI).

Additional Activities:

Postassessment

The student will achieve a score of 80% or better on an objective test.

or

The student will use the form depicted below to prepare a detailed description of the five school and/or classroom organization plans.

SCHOOL AND CLASSROOM ORGANIZATION PLANS

Plan	Description (approximately fifty words)	Strengths(3)	Weaknesses(3)

References

Objective

IND-Opt-2 The student will compare and contrast the structure and organization of two criterion-referenced reading programs.

Wisconsin Design for Reading Skill Development
Croft Reading Inservice: Word Attack
Criterion Reading

Learning Activities

1. Professional Literature

   Askov and Otto, The Wisconsin Design for Reading Skill Development: Teacher's Planning Guide--Word Attack, pp. 1-8 (an overview of the WDRSD).

   Cooper and McGuire, The Croft Inservice Reading Program, Preworkshop II, pp. 1-11, Preworkshop III, pp. 1-5.

   Hackett, M., Criterion Reading: Teacher's Guide, pp. 1-27.

   Rude, R.T., "Objective-Based Reading Systems: An Evaluation." The Reading Teacher, pp.169-175.

2. View Video Tape #1 on the Wisconsin Design for Reading Skill Development (overview of WDRSD)-Curriculum Center.

Additional Activities:

Postassessment

The student will prepare an outline that compares two criterion-referenced reading systems. The outline should be organized in such a way that a) the number of skills listed, b) the assessment procedures used, c) the classroom management techniques employed, d) instructional provisions, and e) any miscellaneous information that appears similar or different in the two programs are made clear.

or

The student will participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member. (Schedule approximately forty-five minutes.)

Objective

IND-Opt-3 The student will develop an in-depth understanding of a criterion-referenced reading program.

Learning Activities

1. Professional Literature

   Otto and Askov, The Wisconsin Design for Reading Skill Development: Rationale and Guidelines, pp. 1-31 (an in-depth explanation of the WDRSD).

2. View Video Tape #2 and #3 on The Wisconsin Design for Reading Skill Development (an in-depth view of the component pieces of the WDRSD).

Additional Activities:

Postassessment

The student will achieve an 80% or higher score on a short essay examination.

or

The student will prepare an outline and participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member. (Schedule approximately forty-five minutes.)

THE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT: VIEWING GUIDE

VIDEOTAPE #1

1. Read The Wisconsin Design for Reading Skill Development: Rationale and Guidelines (Otto and Askov), pp. 1-31 or The Wisconsin Design for Reading Skill Development: Teacher's Planning Guide Word Attack (Askov and Otto), pp. 1-8.

2. View The Wisconsin Design for Reading Skill Development, Videotape #1 and answer the following questions:

   A. What is IGE?

   B. Briefly describe, in your own words, the steps followed in the Instructional Programming Model.

   C. What are the six elements of the Wisconsin Design?

   D. List the benefits derived by stating goals in behavioral terms.

   E. List the limitations of using behavioral objectives for instructional purposes.

   F. Identify the two means by which assessment of reading skills is accomplished in the Wisconsin Design.

THE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT: VIEWING GUIDE

VIDEOTAPES #2 and #3

View The Wisconsin Design for Reading Skill Development, Videotapes #2 and #3 and answer the following questions:

1. List two scurces you could consult if you wanted a specific Word Attack behavioral objectives.

   A. ____

   B. ____

2. List, by title, two people in a school system who should have a copy of the Rationale and Guidelines.

   A. ____

   B. ____

3. List, by title, two people in a school who should have a copy of the Teacher's Planning Guide: Word Attack.

   A. ____

   B. ____

4. Using the Word Attack, Level B, Test 3, test attached to this sheet, follow along as the test is administered. Score your test.

5. What is the purpose of the Guides to Individual Skill Assessment?

6. Examine the Word Attack Profile Card as the instructor points out its features. How is skill grouping accomplished?

7. What is the main purpose(s) of the Teacher's Resource File: Word Attack?

MODULE #13: READABILITY

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification
Module #6 - Developing Comprehension Skills
Module #7 - Using the Basal Reader

Rationale

The concept of readability refers to those elements within a given piece of printed matter that together affect the reading difficulty of the material. More important, readability is the term used to refer to the success or failure an individual may have with a book.

Over the years, a large number of reading formulas have been developed to determine the approximate reading difficulty of a passage or a book. It is important that teachers know about the concept of readability and the use of "simple" readability formulas in order to choose the correct reading materials for their pupils.

Preparticipation Assessment

Conference with instructor to determine student's competency in this area.

Objective

RDB-Opt-1 The student will demonstrate an understanding of the factors that are related to the difficulty of reading materials.

Learning Activities

1. Professional Literature

*Aukerman, 1972; pp. 19-29 (excellent discussion of factors related to reading disability).

*Burmeister, Chapter 2,"Judging the Difficulty of Reading Materials."

Burron and Claybough, Chapter 4, "Evaluating the Textbook and Utilizing Reference Sources".

*Fry in Beery, et al., pp. 178-183 (a discussion of the Fry formula).

*McLaughlin in Beery, et al., pp. 183-184 (a discussion of the SMOG formula).

Spache, 1970; pp. 26-35 (provides a survey of the topic that includes descriptions of various methods, historical background, and limitations) or 1974, pp. 30-41.

Additional Activities:

Postassessment

The student will attain a score of 80% on an objective test.

or

The student will attain a score of 80% on a short essay test.

or

The student will prepare a fifteen-minute audio tape presentation that includes a discussion of six factors related to reading difficulty. The student will also prepare a listening guide to accompany the audio tape presentation.

Objective

RDB-Opt-2 The student will demonstrate familiarity with two "simple" readability formulas. (Prerequisite: RDB-Opt-1)

Learning Activities

1. Professional Literature

   Fry in Beery, et al., pp. 178-183 (a discussion of the Fry formula).

   Johnson and Vardian, The Reading Teacher; pp. 482-488, "Reading, Readability and Social Studies."

   McLaughlin in Beery, et al., pp. 183-184 (a discussion of the SMOG formula).

2. Practice applying the Fry, New Hampshire and SMOG (good only with material written above a fifth grade level) readability formulas to content area textbooks. These formulas will be distributed by the instructor. Do not apply these formulas to a reader from a basal reading series.

Additional Activities:

Postassessment

Using the examples found below as a model, the student will administer at least two formulas to three different books that are representative of content area subject matter at different grade levels (a total of three applications). The student will use the form "Worksheet for Estimating Readability" to report his results.

Example #1

Application	Formula	Content Area Textbook	Suggested Grade Level Given By Publisher
#1	Fry	Science	2
#2	SMOG	American History	6
#3	New Hampshire	Literature	5

Example #2

Application	Formula	Content Area Textbook	Suggested Grade Level Given By Publisher
#1	Fry	Social Studies	3
#2	SMOG	Social Studies	6
#3	SMOG	Science	6

NOTE: Content area textbooks can be found in the Curriculum Center and at the site schools.

WORKSHEET FOR ESTIMATING READABILITY

Name ____________________ Formula Used ______________

Content Area ____________________

Title of Text____________________

Author(s) ____________________Publisher ______________

Grade Level Suggested by Publisher ____________________ Publication Date ________

Page ________

Calculations:

Score ____________

Page__________

Calculations:

Score_________

Page__________

Calculations:

Score_________

Page__________

Calculations:

Score__________

Page ________

Calculations:

Score ________

Readability Level of Book ☐

SUMMARY OF RESULTS

1. How does the readability level compare to the level suggested by the publisher?

2. Were there any wide variations in readability as you sampled different sections of the text?

3. What kind of students do you think this book is most suitable for?

MODULE #14: CHILDREN WITH READING DIFFICULTIES

Prerequisites

Module #1 - Stating Behavioral Objectives in Reading
Module #2 - Nature of the Reading Process
Module #3 - Assessing Performance in Reading
Module #4 - Reading Readiness
Module #5 - Word Identification
Module #6 - Developing Comprehension Skills
Module #7 - Using the Basal Reader
Moudle #8 - Approaches to Reading Instruction: Language Experience
Module #9 - Approaches to Reading Instruction: Individualized Reading

Rationale

The teacher who is working in a classroom situation will undoubtedly encounter children with reading skill deficiencies. It is therefore important for teachers to receive training in how to deal with such problems. This can be done by developing a repertoire of knowledges and skills necessary to effectively treat children with reading difficulties.

Preparticipation Assessment

Conference with instructor to determine student's competency in this area.

Objective

DIF-Opt-1 The student will demonstrate an understanding of factors related to reading disability.

- -intellectual
- -emotional
- -socio-cultural
- -physical
- -educational
- -perceptual
- -neurological

Learning Activities

1. Professional Literature

*Bond and Tinker, 1973; Chapters 5 and 6 (for those who want an in-depth discussion of the topic).

*Carter and McGinnis, Chapter 4, "Some Causes of Disabilities in Reading".

*Dechant, 1968; Chapter 3 (good discussion of factors).

Heilman, 1972; pp. 559-563 (factors related to reading disability).

Karlin, 1971; pp. 341-346 or 1975, pp. 383-389.

Eisenberg in Karlin, 1973; pp. 408-414 (sources of retardation in reading).

2. Interview reading specialist.

Additional Activities:

Postassessment

The student will acheive a score of 80% or higher on an objective test.

or

The student will review the literature on five factors related to reading disability, prepare a summary, and then participate in a group discussion.

Objective

DIF-Opt-2 The student will demonstrate an understanding of the following programs as they apply to reading instruction:

-developmental instruction
-corrective instruction
-remedial instruction
-adapted instruction
-accelerated instruction

Learning Activities

1. Professional Literature

*Dechant, 1970; pp. 468-469 (developmental, corrective, and remedial instruction).

*Harris, 1970; pp. 16-19 (adapted, corrective, remedial, and developmental).

*Heilman, 1972; pp. 551-557 (remedial vs. regular reading instruction), pp. 568-575 (characteristics of an effective remedial program).

*Karlin, 1971; pp. 349-353 (developmental and remedial instruction) or 1975 pp. 392-398.

*Otto and Smith, pp. 27-37 (excellent discussion of all types of programs).

Additional Activities:

Postassessment

The student will pass an objective test at an 80% level of proficiency.

or

The student will review the literature and participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member.

or

The student will discuss in a paper of 500-750 words the characteristics of different kinds of reading programs.

Objective

DIF-Opt-3 The student will demonstrate an understanding of the special needs of the following types of pupils in the classroom:

- -the slow learner
- -the gifted learner
- -the culturally different child
- -the reluctant reader
- -the retarded reader
- -the bilingual child

Learning Activities

1. Professional Literature

*Bush and Huebner, Chapter 15, "Challenging Every Reader"

*Dallmann, et al., pp. 431-437 (the gifted child) pp. 437-439 (the slow learner, pp. 439-455 (the underachieving or retarded reader), Chapter 14 (the culturally different).

Dechant, 1968; pp. 172-175 (suggestions for working with the reluctant reader).

*Tinker and McCullough, pp. 102-108 (culturally different children), pp. 110-113 (slow learners), 113-116 (gifted children).

*Zintz, 1975; Chapter 16 (the bilingual child). Chapter 17 (children who speak nonstandard English), Chapter 19 (gifted and slow learners).

2. View demonstration lesson on video tape entitled "Motivating the Unwilling Learner."

Additional Activities:

Postassessment

The student will attain a score of 80% on a short essay test. He will be responsible for:

- -Knowing the characteristics of children with special problems.
- -Describing techniques that can be used to help children with special problems.

or

The student will achieve a score of 80% on an objective test.

or

The student will review the literature for three types of special problems and participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member.

(Refer to guidelines listed for first postassessment).

or

The student will discuss in a paper of 600-750 words the characteristics of three types of children with special problems and techniques that can be used to compensate for these problems.

Objective

DIF-Opt-4a The student will conduct an interview to determine a disabled reader's general interests and reading interests.

or

DIF-Opt-4b The student will administer an attitude inventory to determine a disabled readers attitude toward reading.

Learning Activities

1. Professional Literature

   Bush and Huebner, Chapter 9, "Children's Interests."

   Harris, 1970; Chapter 17, "Fostering Reading Interests and Tastes."

   *Miller, W.H., Section 12, "The Interest Inventory".

2. Refer to copies of interest inventories available in Reading Center.

3. Refer to Primary Pupil Reading Attitude Inventory by Eunice N. Askov for directions on how to administer and score an attitude inventory. Copies of the Primary Pupil Reading Attitude Inventory are available in the Reading Center.

Additional Activities:

Postassessment

The student will conduct an interview with a disabled reader (as determined by the classroom teacher) in order to discover his general interests and reading interests.

or

The student will administer an attitude inventory in order to determine a disabled reader's attitude toward reading.

NOTE #1: The student will submit the completed interview schedule or inventory form to the instructor.

NOTE #2: The student will share his results with either the classroom teacher or reading resource teacher.

MOTIVATING THE UNWILLING READER: VIEWING GUIDE

The lesson on this video tape demonstrates how special activities for failure oriented and other negatively motivated pupils can stimulate their interests in reading. The tape was made at the Falk Laboratory School, University of Pittsburgh with children in the Primary Group.

1. What evidence is there that these children are reluctant readers?

2. Describe the motivational techniques that were used by the teacher?

3. Comment on whether or not you feel these techniques were successful.

4. Do you feel that competition is a healthy approach to motivating children?

5. Describe other motivational techniques that can be used with the "unwilling reader."

LIST OF REFERENCES FOR COMPETENCY-BASED EDUCATION 322

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TOTAL LIST OF OBJECTIVES FOR COMPETENCY-BASED EDUCATION 322

Module A: AN INTRODUCTION TO COMPETENCY-BASED TEACHER EDUCATION

CBTE-R-1 The student will be able to identify and analyze the nature and characteristics of a competency-based teacher education program.

Module #1: STATING BEHAVIORAL OBJECTIVES IN READING

BEH-R-1 The student will be able to identify the elements of properly stated behavioral objectives and include these elements in the statement of a series of objectives.

BEH-R-2 The student will be able to develop a formal lesson plan based upon the statement of a behavioral objective in reading.

Module #2 NATURE OF THE READING PROCESS

PROC-R-1 The student will demonstrate an understanding of the multifaceted aspects of the reading process.

Module #3: ASSESSING PERFORMANCE IN READING

EVAL-R-1 The student will be able to understand the meaning of the following terms as they apply to standardized tests in reading:

- -standardization
- -objectivity
- -raw score
- -test norms
- -grade equivalent score
- -age equivalent score
- -percentile equivalent
- -stanines
- -validity
- -reliability

EVAL-R-2 The student will be able to score and interpret a standardized survey test in reading.

EVAL-R-3 The student will understand the characteristics, differences, similarities, advantages, and disadvantages of survey, diagnostic, and achievement tests in reading.

EVAL-R-4 The student will be able to administer and score an informal reading inventory (IRI), determining a student's independent, instructional, and frustration levels.

EVAL-Opt-1 The student will use a set of leveled materials to prepare a teacher-made informal reading inventory.

EVAL-Opt-2 The student will administer their teacher-made IRI to two pupils and use the results of these administrations to evaluate the structure and content of this test.

Module #4: READING READINESS

RED-R-1 The student will demonstrate an understanding of factors related to reading readiness:

- intellectual development
- chronological age
- language development
- perceptual development (auditory and visual discrimination)
- physical functioning
- socio-cultural factors
- emotional development
- past experiences and informational background

RED-R-2 The student will understand the purpose, structure, advantages, and disadvantages of standardized reading readiness tests.

RED-R-3 The student will understand the purpose, structure, advantages, and disadvantages of commercially prepared reading readiness workbooks.

RED-R-4 The student will be able to demonstrate the teaching of a reading readiness skill to a small group of children.

RED-Opt-1 The student will administer, score, and interpret a standardized reading readiness test to a kindergarten or first-grade student.

Module #5: WORD IDENTIFICATION

WRD-R-1 The student will demonstrate an understanding of techniques used to teach word identification.

- picture clues
- sight words
- phonics
- structural analysis
- context clues

WRD-R-2 The student will demonstrate an understanding of terms used in the English language phonic system.

- phoneme
- morpheme
- grapheme
- phonogram
- consonant letter
- vowel letter
- consonant digraph
- vowel digraph
- consonant blend
- vowel diphthong

WRD-R-3	The student will be able to review commercial materials used for developing word identification skills. -workbooks -kits -tapes
WRD-R-4	The student will demonstrate the teaching of a word identification skill to a small group of children.
WRD-Opt-1	The student will develop one lesson plan that demonstrates the teaching of a word identification skill (other than the one demonstrated in WRD-R-4).
WRD-Opt-2	The student will demonstrate an understanding of the developmental nature of instruction in phonic and structural analysis skills by administering and interpreting a diagnostic test of word attack skills.
WRD-Opt-3	The student will prepare a teacher-made material that can be used in a lesson for teaching a specific word identification skill (other than the one demonstrated in WRD-R-4).
Module #6:	DEVELOPING COMPREHENSION SKILLS
COM-R-1	The student will demonstrate an understanding of the different levels of comprehension and the specific types of skills that apply to each level. -literal -interpretive -critical
COM-R-2	The student will demonstrate the teaching of a specific comprehension skill by planning and implementing a lesson with a group of children.
COM-Opt-1	The student will review a workbook, kit, audio tape, or programmed material which can be used for the teaching of one or more comprehension skill.
COM-Opt-2	The student will prepare a teacher-made material that can be used in a lesson for teaching a specific comprehension skill.
COM-Opt-3	The student will develop a lesson plan that demonstrates the teaching of a comprehension skill.

Module #7:	USING THE BASAL READER
BR-R-1	The student will be able to give a general description of the basal reader approach to reading instruction.
BR-R-2	The student will be able to examine and review a set of materials from one basal reading program.
BR-R-3	The student will describe the assets and liabilities of the basal approach to reading instruction.
BR-R-4	The student will conduct a Directed Reading Activity (DRA) with a group of children using a selection from a basal reader.
BR-Opt-1	The student will describe the origin of the basal reader and summarize its history.

Module #8:	APPROACHES TO READING INSTRUCTION: LANGUAGE-EXPERIENCE
ALE-R-1	The student will be able to give a general description of the language-experience approach to teaching reading.
ALE-R-2	The student will demonstrate an understanding of the strengths and weaknesses of the language-experience approach.
ALE-Opt-1	The student will understand the sequence of procedures needed to implement a language-experience activity.
ALE-Opt-2	The student will be able to implement a language-experience activity with a pupil or small group of children.

Module #9:	APPROACHES TO READING INSTRUCTION: INDIVIDUALIZED READING
AIR-R-1	The student will be able to give a general description of the approach entitled "individualized reading."
AIR-R-2	The student will demonstrate an understanding of the strengths and weaknesses of the individualized reading approach.
AIR-Opt-1	The student will describe, in depth, the various components of an individualized reading program and how they relate to the physical organization of a classroom. - classroom library - skill development - individual conferences - book reporting and sharing activities - record keeping
AIR-Opt-2	The student will conduct an individualized reading teacher-pupil conference.

Module #10: ADDITIONAL APPROACHES TO READING INSTRUCTION

ADD-Opt-1 The student will demonstrate an understanding of the rationale, principles, and characteristics of the linguistic approach to reading instruction.

ADD-Opt-2 The student will demonstrate familarity with the initial teaching alphabet (i.t.a.) and be acquainted with some of the research findings.

Module #11: WORK-STUDY SKILLS

SS-Opt-1 The student will demonstrate an understanding of the basic work-study skills that are needed to achieve independent reading habits: location of information, organization of information, use of graphic aids, following directions, etc.

SS-Opt-2 The student will develop one lesson plan that demonstrates the teaching of a specific study skill.

SS-Opt-3 The student will be able to implement a lesson with a group of pupils that demonstrates the use of a specific study skill.

Module #12: SCHOOL AND CLASSROOM ORGANIZATION FOR INDIVIDUALIZING INSTRUCTION

IND-Opt-1 The student will demonstrate an understanding of the advantages and disadvantages of school and classroom organization plans as they relate to the reading program.

-individually guided education (IGE)
-Joplin plan
-nongraded or ungraded primary
-self-contained classroom
-team teaching

IND-Opt-2 The student will compare and contrast the structure and organization of two criterion-referenced reading programs.

Wisconsin Design for Reading Skill Development
Croft Reading Inservice: Word Attack Criterion Reading

IND-Opt-3 The student will develop an in-depth understanding of a criterion-referenced reading program.

Module #13: READABILITY

RDB-Opt-1 The student will demonstrate an understanding of the factors that are related to the difficulty of reading materials.

RDB-Opt-2 The student will demonstrate familiarity with two "simple" readability formulas.

Module #14: CHILDREN WITH READING DIFFICULTIES

DIF-Opt-1 The student will demonstrate an understanding of factors related to reading disability.

-intellectual
-emotional
-socio-cultural
-physical
-educational
-perceptual
-neurological

DIF-Opt-2 The student will demonstrate an understanding of the following programs as they apply to reading instruction:

-developmental instruction
-corrective instruction
-remedial instruction
-adapted instruction
-accellerated instruction

DIF-Opt-3 The student will demonstrate an understanding of the special needs of the following types of pupils in the classroom:

-the slow learner
-the gifted learner
-the culturally different child
-the reluctant reader
-the retarded reader
-the bilingual child

DIF-Opt-4a The student will conduct an interview to determine a disabled reader's general interests and reading interests.

DIF-Opt-4b The student will administer an attitude inventory to determine a disabled readers attitude toward reading.